

**UNIVERSITY OF WEST ATTICA**  
**SCHOOL OF ADMINISTRATIVE, ECONOMICS**  
**AND SOCIAL SCIENCES**  
**DEPARTMENT OF EARLY CHILDHOOD EDUCATION & CARE**

**STUDY 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 7<sup>th</sup> or 8<sup>th</sup> 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 STUDY GUIDE

### 1<sup>st</sup> YEAR

	1 <sup>st</sup> semester		2 <sup>nd</sup> semester	
Group of courses	Compulsory	ECTS	Compulsory	ECTS
<i>Pedagogy</i>	<ul style="list-style-type: none"> <li>PRESCHOOL EDUCATION: INSTITUTIONALISATION AND APPROACHES</li> <li>INFANT'S EDUCATION AND CARE I (3 Theory + 2 Practice)</li> <li>PEDAGOGICAL AND EDUCATIONAL MOVEMENTS</li> </ul>	15	<ul style="list-style-type: none"> <li>INFANT'S EDUCATION AND CARE II (3 Theory + 3 Practice)</li> <li>CHILDREN'S LITERATURE</li> <li>CHILD AND PLAY</li> </ul>	15
<i>Psychology</i>	<ul style="list-style-type: none"> <li>DEVELOPMENTAL PSYCHOLOGY I</li> </ul>	5	<ul style="list-style-type: none"> <li>DEVELOPMENTAL PSYCHOLOGY II</li> </ul>	5
<i>Sociology/Economics/ Administration of Education</i>			<ul style="list-style-type: none"> <li>ORGANIZATION AND MANAGEMENT OF PRESCHOOL EDUCATION</li> </ul>	5
<i>Aesthetic Education/Culture</i>	<ul style="list-style-type: none"> <li>MUSIC EDUCATION (3 Theory + 2 Practice)</li> </ul>	5	<ul style="list-style-type: none"> <li>RHYTHMIC AND MOVEMENT EDUCATION (3 Theory + 2 Practice)</li> </ul>	5
<i>General education courses</i>	<ul style="list-style-type: none"> <li>RESEARCH METHODOLOGY</li> </ul>	5		
		30		30

### 2<sup>nd</sup> YEAR

	3 <sup>rd</sup> semester		4 <sup>th</sup> semester	
Group of courses	Compulsory	ECTS	Compulsory	ECTS
<i>Pedagogy</i>	<ul style="list-style-type: none"> <li>INFANT-TODDLER OBSERVATION</li> <li>TODDLER'S EDUCATION AND CARE (3 Theory + 4 Practice)</li> <li>METHODOLOGY OF PEDAGOGICAL PRAXIS AND LEARNING</li> </ul>	15	<ul style="list-style-type: none"> <li>CURRICULUM AND CITIZENSHIP</li> <li>DAILY PLANNING FOR LEARNING WITH INFANTS AND TODDLERS IN EARLY CHILDHOOD SETTINGS (3 Theory + 4 Practice)</li> <li>INTEGRATION OF STEAM/STEM APPROACH IN EARLY CHILDHOOD</li> </ul>	15
<i>Psychology</i>	<ul style="list-style-type: none"> <li>GROUP DYNAMICS</li> </ul>	5	<ul style="list-style-type: none"> <li>EARLY INTERACTIONS</li> </ul>	5
<i>Sociology/Economics/ Administration of Education</i>	<ul style="list-style-type: none"> <li>SOCIOLOGY IN EDUCATION I: SOCIAL INEQUALITIES IN EDUCATION</li> </ul>	5	<ul style="list-style-type: none"> <li>SOCIOLOGY IN EDUCATION II: SOCIAL RELATIONSHIPS BETWEEN SCHOOL AND LOCAL COMMUNITY</li> </ul>	5
<i>Aesthetic Education/Culture</i>	<ul style="list-style-type: none"> <li>DRAMA IN EDUCATION</li> </ul>	5	<ul style="list-style-type: none"> <li>AESTHETIC EDUCATION</li> </ul>	5
	<b>Complementary</b>			
	<ul style="list-style-type: none"> <li>ENGLISH - TERMINOLOGY</li> </ul>	5		
		30		30

### 3<sup>rd</sup> YEAR

	5 <sup>th</sup> semester		6 <sup>th</sup> semester	
Group of courses	Compulsory	ECTS	Compulsory	ECTS
<i>Pedagogy</i>	<ul style="list-style-type: none"> <li>• PSYCHOPEDAGOGY IN EARLY CHILDHOOD (3 Theory + 3 Practice)</li> <li>• CURRICULUM THEORY</li> </ul>	10	<ul style="list-style-type: none"> <li>• CONTEMPORARY TRENDS IN PRESCHOOL EDUCATION (3 Theory + 3 Practice)</li> <li>• TEACHING AND LEARNING METHODS - CASE STUDIES (3 Theory +2 Practice)</li> </ul>	10
<i>General education courses</i>	<ul style="list-style-type: none"> <li>• APPLIED STATISTICS</li> </ul>	5	<ul style="list-style-type: none"> <li>• HEALTH EDUCATION</li> </ul>	5
	<b>Compulsory Elective Courses</b>		<b>Compulsory Elective Courses</b>	
2 Compulsory Elective Courses from any group of courses	<i>Pedagogy</i> <ul style="list-style-type: none"> <li>• PEDAGOGY OF THE IMAGE</li> <li>• YOUNG CHILDREN IN INSTITUTIONAL CARE AND IN HEALTH CARE INSTITUTIONS</li> <li>• CREATIVE INTEGRATION OF DIGITAL TECHNOLOGIES IN EARLY CHILDHOOD</li> </ul>	15	<i>Pedagogy</i> <ul style="list-style-type: none"> <li>• INTERACTION BASED PEDAGOGY FOR INFANTS</li> <li>• PEDAGOGICAL ENVIRONMENT FOR INFANTS AND YOUNG CHILDREN</li> <li>• CHILDREN'S EARLY ENGAGEMENT WITH BOOKS</li> </ul>	15
	<i>Psychology</i> <ul style="list-style-type: none"> <li>• LANGUAGE DEVELOPMENT AND COMMUNICATION</li> <li>• EDUCATIONAL PSYCHOLOGY</li> <li>• COGNITIVE PSYCHOLOGY</li> <li>• INTRODUCTION TO NEUROPSYCHOLOGY</li> </ul>		<i>Psychology</i> <ul style="list-style-type: none"> <li>• DEVELOPMENTAL PSYCHOPATHOLOGY</li> <li>• COUNSELLING PSYCHOLOGY</li> <li>• SOCIAL PSYCHOLOGY</li> <li>• CREATIVITY AND LEARNING</li> </ul>	
	<i>Sociology/Economics/ Administration of Education</i> <ul style="list-style-type: none"> <li>• MARKETING OF EDUCATIONAL ORGANIZATIONS</li> <li>• LEADERSHIP AND CREATIVITY IN EDUCATIONAL ORGANIZATIONS</li> <li>• HUMAN RESOURCES MANAGEMENT IN EDUCATIONAL ORGANIZATIONS</li> <li>• PHILOSOPHY OF EDUCATION</li> </ul>		<i>Sociology/Economics/ Administration of Education</i> <ul style="list-style-type: none"> <li>• INFORMATION COMMUNICATION TECHNOLOGY IN SCHOOL ADMINISTRATION</li> <li>• ORGANIZATIONAL BEHAVIOUR</li> <li>• RISK MANAGEMENT IN PRESCHOOL AND SCHOOL UNITS</li> <li>• QUALITATIVE APPROACHES TO EDUCATIONAL AND SOCIAL RESEARCH</li> </ul>	
	<i>Aesthetic Education/Culture</i> <ul style="list-style-type: none"> <li>• INTRODUCTION TO MUSEUM EDUCATION*</li> <li>• PEDAGOGY OF CHILDREN'S SONGS</li> <li>• DRAMATIZATION</li> </ul>		<i>Aesthetic Education/Culture</i> <ul style="list-style-type: none"> <li>• VISUAL EXPRESSION: APPLICATIONS</li> <li>• PUPPET THEATRE*</li> <li>• FAIRYTALE AND CHILDREN'S THEATRE</li> <li>• CREATIVE MOVEMENT IN PRESCHOOL EDUCATION</li> </ul>	
		30		30
			<b>Optional</b>	
			STATISTICAL PACKAGE FOR SOCIAL SCIENCES (SPSS)	5

\* From 2022-23

**4<sup>th</sup> YEAR**

	<b>7<sup>th</sup> semester</b>			<b>8<sup>th</sup> semester</b>	
<b>Group of courses</b>	<b>Compulsory Elective Courses</b>	<b>ECT S</b>		<b>Compulsory Elective Courses</b>	<b>ECT S</b>
<b>Compulsory Elective Courses from any group of courses (Maximum 4 courses from any group of courses) OR 4 Compulsory Elective Courses + Thesis</b>	<i>Pedagogy</i> <ul style="list-style-type: none"> <li>• COOPERATION AND COMMUNICATION WITH THE FAMILY</li> <li>• EVALUATION AND ASSESMENT OF PEDAGOGICAL PRACTICES</li> <li>• RESOURCES AND MATERIALS FOR EARLY CHILDHOOD EDUCATION*</li> <li>• PEDAGOGICAL PRACTICES AND CHILDREN'S WELL-BEING*</li> </ul>	30	<b>2 Compulsory Elective Courses from any group of courses</b>	<i>Pedagogy</i> <ul style="list-style-type: none"> <li>• PROFESSIONAL ETHICS AND POLICY</li> <li>• RESEARCH AND IMPLICATIONS FOR PRACTICE IN EARLY CHILDHOOD</li> <li>• SUSTAINABILITY AND ENVIRONMENTAL EDUCATION</li> <li>• INFANT AND YOUNG CHILDREN'S EDUCATION - FROM THEORY TO PRACTICE</li> <li>• MULTILINGUALISM IN EDUCATIONAL SETTINGS</li> </ul>	10
	<i>Psychology</i> <ul style="list-style-type: none"> <li>• PSYCHOLOGICAL INTERVENTIONS IN THE EARLY CHILDHOOD EDUCATION AND CARE CENTRES</li> <li>• APPLIED DEVELOPMENTAL PSYCHOLOGY</li> <li>• PSYCHOLOGY OF CHILDREN'S DRAWINGS</li> <li>• INTRODUCTION TO PSYCHOMETRICS</li> </ul>			<i>Psychology</i> <ul style="list-style-type: none"> <li>• EARLY INTERVENTION</li> <li>• LIFESPAN DEVELOPMENT: ADOLESCENCE AND ADULT LIFE</li> <li>• THE DIGITAL AGE AND THE CHILD</li> <li>• DEVELOPMENTAL NEUROPSYCHOLOGY</li> </ul>	
	<i>Sociology/Economics/ Administration of Education</i> <ul style="list-style-type: none"> <li>• MANAGEMENT INFORMATION SYSTEMS AND ELECTRONIC GOVERNANCE</li> <li>• EDUCATION AND ECONOMIC DEVELOPMENT</li> <li>• SOCIOLOGICAL AND CULTURAL APPROACHES TO CHILDHOOD AND CHILDREN'S RIGHTS</li> <li>• STRATEGIC MANAGEMENT AND EDUCATIONAL POLICY</li> </ul>			<i>Sociology/Economics/ Administration of Education</i> <ul style="list-style-type: none"> <li>• PROFESSIONAL DEVELOPMENT OF HUMAN RESOURCES IN EDUCATION</li> <li>• ORGANIZATION AND FUNCTIONING OF SCHOOL LIBRARIES</li> <li>• ANALYSIS AND DECISION-MAKING TECHNIQUES IN EDUCATIONAL ORGANIZATIONS</li> <li>• ELEMENTS OF ECONOMICS, INNOVATION AND ENTREPRENEURSHIP</li> </ul>	
	<i>Aesthetic Education/Culture</i> <ul style="list-style-type: none"> <li>• PEDAGOGICAL ENVIRONMENTS IN MUSEUMS AND CULTURAL SPACES</li> <li>• PLASTIC ART CREATIONS FOR EARLY CHILDHOOD</li> </ul>			<i>Aesthetic Education/Culture</i> <ul style="list-style-type: none"> <li>• MUSEUM COLLECTIONS AS A PEDAGOGICAL TOOL IN EARLY CHILDHOOD</li> <li>• CULTURAL PRACTICES AND PEDAGOGICAL APPLICATIONS</li> </ul>	

	EDUCATION AND CARE CENTRES • CREATIVE DANCE AND IMPROVISATION • PERCUSSION MUSICAL INSTRUMENTS AND SOUND SOURCES			• DANCE THERAPY APPLICATIONS IN PRESCHOOL EDUCATION • ELEMENTS OF ART HISTORY	
	• PROFESSIONAL PRACTICUM (Compulsory)			• PROFESSIONAL PRACTICUM (Compulsory)	20

\* From 2022-23

### 1<sup>st</sup> Year

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

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

#### COURSE OUTLINE

##### (1) GENERAL

SCHOOL	ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY CHILDHOOD EDUCATION AND CARE		
LEVEL OF STUDIES	UNDERGRATUATED		
COURSE CODE	IIAI 01	SEMESTER	A
COURSE TITLE	PRESCHOOL EDUCATION: INSTITUTIONALISATION AND APPROACHES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	3	5	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK AND ENGLISH FOR ERASMUS+ STUDENTS		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

## (2) LEARNING OUTCOMES

### **Learning outcomes**

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

*Consult Appendix A*

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

### **LEVEL OF LEARNING OUTCOMES: 6**

#### **PURPOSE OF THE COURSE**

This course is the basic introductory course in the field of Early Childhood Education and the constitution of early childhood education institutions. The aim of the course is for the student to gain an overall picture of the field of Early Childhood Education and Institutions as a distinct field of Education Sciences with its own dynamics and specific characteristics, which will form the basis on which individual specific courses in this field will be developed.

#### **LEARNING OUTCOMES**

Upon successful completion of the course, the student will be able to develop his/her own specific characteristics, which will be based on the development of the course's specific features, including the following,

A) in terms of knowledge, the student will be able to:

- Identify the conceptual field and the issues of Preschool Pedagogy as well as the constitution of the institutions of preschool education
- describe the objectives of Preschool Pedagogy
- describe and combine the objectives of the functioning of pre-school institutions
- understand the historical emergence of the discipline and the institutions of early childhood education
- to recognize the parameters of the transformations that preschool institutions undergo as social constructions

B) at the level of skills, they will be able to:

- interpret the development over time of the concepts of the field of early childhood education
- distinguish between the different theoretical approaches in this field of knowledge
- interpret the historical changes in the field of Early Childhood Education
- relate the transformations of pre-school institutions to the wider socio-political context
- appreciate the usefulness of research in the specific field of science for its development and enhancement

C) At the level of competences, they will be able to:

- handle the literature in relation to issues in early childhood education and its approaches in a research-based manner
- organize his/her knowledge and synthesize it critically
- make use of the interdisciplinary nature of Early Childhood Education to interpret individual approaches
- define and scientifically support his/her personal pedagogical approach
- evaluate and infer changes in scientific paradigms and approaches in Early Childhood Education

Theory and Practice

### **General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma

Supplement and appear below), at which of the following does the course aim?



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

### (3) SYLLABUS

(3) COURSE CONTENT	
1.	The constitution of Preschool Pedagogy as a distinct scientific field of the Sciences of Education. Concept, objectives and content.
2.	The philosophical foundations of Preschool Pedagogy (Rousseau, Dewey, Moss).
3.	Founders of Preschool Pedagogy. Froebel, MacMillan, Montessori, Décroly, Kergomare, Malaguzzi.
4.	Constructing early childhood - The image of the child.
5.	Approaches to Preschool Pedagogy. The Whole Child Approach.
6.	Historical constitution of early childhood education and care institutions. State and Charity.
7.	Preschool institutions as social constructions and as a social right.
8.	Forms of systems of pre-school institutions - Holism and dichotomy
9.	Transforming the preschool institution: From the medical to the pedagogical paradigm
10.	The issue of quality in early childhood education and care institutions
11.	From the discourse of quality to the discourse of meaning-making
12.	Autonomous and competent early childhood education and care systems
13.	Pre-school institutions as a forum for civil society

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face and remote	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power Points, videos, other supervisory material	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.  Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.  The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Interactive teaching	20
	Study and analysis of literature	30
	Study preparation	30
	Writing a paper	30
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written assignment (30% of the total grade) Written examination (70% of the total grade)	

#### (5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

##### **Greek language**

Aries, Ph., (1990). Αιώνες Παιδικής Ηλικίας. Αθήνα, Γλάρος.

Γιαγκουνίδης, Π. (1996). Η προσχολική αγωγή στις χώρες της Ευρωπαϊκής Ένωσης, Αθήνα, Κώδικας.

Erikson, E., (1975). Η Παιδική Ηλικία και η Κοινωνία. Αθήνα, Καστανιώτη.

Κάκουρος, Ε. και Μουσένα Ε. (Επιμ.) (2019). Εισαγωγή στις Κλασικές και Σύγχρονες Θεωρητικές Προσεγγίσεις στην Προσχολική Αγωγή, Gutenberg. Αθήνα. Των Conkbayir, M., & Parcal, C. Early Childhood Theories and Contemporary Issues – An Introduction. Bloomsbury.

Καλογιαννάκη Π., (2015). Περί Συγκριτικής Παιδαγωγικής. Εκδ. Γ. Δαρδανός – Κ. Δαρδανός Ο.Ε.

Κουτσουνάκου, Ε. (1992). Η μέθοδος Μοντεσσόρι και η προσχολική εκπαίδευση, Αθήνα, Τυπωθήτω.

Κυπριανός Π., και Μουσένα Ε. (Επιμ.) (2021) Πέρα από την Ποιότητα - Γλώσσες αξιολόγησης στην Προσχολική Αγωγή. Gutenberg. Αθήνα Dahlberg G., Moss P. & Pence A. Beyond Quality in Early Childhood Education and Care – Languages of Evaluation. Routledge. London and New York.

Κυπριανός, Π. (2007). Παιδί, οικογένεια, κοινωνία. Αθήνα. Gutenberg.

Μακρυγιάννη, Δ., (Επιμ.) (1997). Παιδική Ηλικία. Αθήνα, Νήσος.

Πετρογιάννης, Κ., Melhuish, E.C. (2001). Προσχολική ηλικία, φροντίδα, αγωγή-ανάπτυξη. Αθήνα, Καστανιώτης.

Πανταζής, Σ.Χ., Σακελλαρίου, Μ.Ι. (2011). Προσχολική Παιδαγωγική: Προβληματισμοί-Προτάσεις. Κ. Μπάμπαλης Μονοπρόσωπη ΕΠΕ.

Χατζηστεφανίδου Σ., (2015). Ιστορία της προσχολικής αγωγής. Εκδ. Αφοί Κυριακίδη.

### **Foreign language**

Dahlberg, G., Moss, P., Pence, A., (2013). Beyond Quality in Early Childhood Education and Care. London: Routledge.

Edwards, C., Gandini, L., & Forman, G., (2012). The Hundred Languages of Children, The Reggio Emilia Experience in Transformation, Praeger.

Heys, B., Matthes, M., Sullivan, P., (2013). Improving the Quality of Childhood in Europe 2013. European Council for Steiner Waldorf Education / Alliance for Childhood European Network Group.

Gonzalez-Mena, J., (2008). Diversity in Early Care and Education: Honoring Differences. 5th Ed. London: McGraw-Hill Education- Europe.

Kickbusch, I., (2012). Learning for well-being: A Policy Priority for Children and Youth in Europe. A process for Change, with the collaboration of Jean Gordon & Linda O'Toole, drafted on behalf of the Learning for Well-being Consortium of Foundations in Europe, (Published by Universal Education Foundation).

Kaga, Y., Benett, J., Moss, P., (2010). Caring and Learning Together, A cross-national study on the integration of early childhood care and education within education. Paris, UNESCO.

Mousena, E. (2021). Pluribus vs Unum as Values in Citizenship Education. In Ruby M., Angelo-Rocha, M., Hickey, M., and Agosto, V. Charlotte (Eds) Making A Spectacle: Examining Curriculum/Pedagogy as Recovery from Political Trauma (pp. 49-64). NC: IAP– Information Age Publishing.

Mousena E. & Raptis N., (2020). Beyond Teaching: School Climate and Communication in the Educational Context, in: Waller, L. (Ed.) Education at the Intersection of Globalization and Technology. pp. 153-169. Intech Open. DOI: <http://dx.doi.org/10.5772/intechopen.93575>

Oudenhoven, N., Oudenhoven, J.R., (2014). Cultured Early Childhood Development, The Well-being and Healthy Development of Young Boys and Girls, Garant.

Trueba, T.H., & Barnett-Mizrahi, C., (Eds) (1979). Bilingual Multicultural Education and the Professional: From Theory to Practice. Massachusetts: Newbury House.

Marope, P.T.M. & Kaga, Y., (eds) (2015). Investing against Evidence, The Global State of Early Childhood Care and Education. Paris, UNESCO.

Unicef (2011). Women Motherhood Early Childhood Development.

Vandenbroeck, M., Urban, M., & Peeters, J., (2016). Pathways to Professionalism in Early Childhood Education and Care (Towards an Ethical Praxis in Early Childhood). London: Routledge.

Vogel, M.J. ed. (1987). Red, White and Blue—Childhood and Citizenship, Please Touch Museum for Children, Philadelphia, PA, ERIC

- Related academic journals:

Education & Culture

The Journal of School & Society

Children & Society

International Journal of Education Policy & Leadership

European Early Childhood Research Journal

Early Education Journal

Early child development and care

Early Childhood Research Quarterly

Contemporary Issues in Early Childhood

Compare: A Journal of Comparative and International Education

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

### COURSE OUTLINE

#### (6) GENERAL

SCHOOL	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	IIAI 02	SEMESTER	1
COURSE TITLE	Infant’s Education and Care I		
INDEPENDENTTEACHINGACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3H	3
PRACTICE		2H	2
TOTAL		5H	5
Addrowsifnecessary.Theorganizationofteachingandtheteaching methodsusedaredescribedindetailat (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge,skills development</i>	Special background		
	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	<a href="https://eclass.uniwa.gr/courses/VREF111/">https://eclass.uniwa.gr/courses/VREF111/</a>		

## (7) LEARNING OUTCOMES

### **Learning outcomes**

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

*Consult Appendix A*

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

### **LEVEL OF LEARNING OUTCOMES: 6**

#### **AIM OF THE COURSE**

The aim of the course is: a) to make students aware of the nature and the specificity of the profession of Early Childhood Educator b) to acquire a first knowledge of the needs of infants and their psycho-pedagogical importance

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

- Remember and recognize the basic needs and abilities of infants.
- Analyse the importance of proper care in the physical and psycho-emotional development of the child and in particular for infants.
- Understand the influence of the family environment on the development of infants.

#### **LEARNING OUTCOMES**

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

- Remember and recognize the basic needs and abilities of infants.
- Analyse the importance of quality care in the physical and psycho-emotional development of the child and in particular for infants.
- Understand the influence of the family environment on the development of infants.
- become aware of the role of the infant and toddler educator

At the skills level they will be able to:

- search and present literature relating to the education and care of infants and young children
- organise psycho-educational activities for infants (0-12 months)
- maintain a critical attitude to issues relating to the education and care of infants and young children

At the level of competences, they will be able to:

- respond to all the needs of infants
- search independently for literature relevant infancy
- collaborate effectively in teamwork

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

## (8) SYLLABUS

### COURSE CONTENT

1. The infant's place in family and society throughout time
2. Aim and purpose of infant education
3. The role of the educator of infants and young children - characteristics
4. Prenatal period: a) The fetus and its abilities b) Importance of the fetal period  
(c) The importance of the fetal period for the fetus, the expectant mother and the father (d) The psychology of the pregnant woman factors harmful to the pregnant woman and the fetus
5. Pre-natal period: the newborn and its characteristics.
6. Fetus and newborn: research findings and their influence on the psycho-pedagogy of the fetus and newborn.
7. Mother-newborn relationship: The psych pedagogical approach to the initial bond.
8. Developmental characteristics and basic needs of infants 0-12 months and their importance in individualised education
9. Nutrition of infant 0-12 months
10. Infant sleep - disorders
11. The importance of quality care in the child's physical and psycho-emotional development and especially for infants
12. Psycho-pedagogical engagement with the infant (0-12 months).
13. Communication between infant and adult

### PRACTICE

1. Introduction to the professional area and the subject of work
2. Educational visits to infant and nursery schools and other places where young children are frequented
3. Basic skills for infant care - Module 1

4. Basic skills for infant care - Module 2 5. Basic skills for caring for infants - Module 3 6. Basic skills for caring for infants - Section 4 7. Basic skills for caring for infants - Section 5 8. Presentation of films and videos - discussion 9. Quality care and the needs of infants 10. Activities and stimulus for infants 11. Safety in Education and Care areas for infants up to 12 months 12. Presentation of workshops
---

## (9) TEACHING and LEARNING METHODS-EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, Communication with students</i>	Use of ICT in teaching (slides, videos, etc.) Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. Use of e-mail for communication with students	
<b>TEACHING METHODS</b> <i>The manner and method of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, Study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.  The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Tutorials	40
	Exercises - Material analysis	40
	Study and analysis of relevant bibliographic sources	20
	Independent study	50
	Total	150
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<b>THEORETICAL PART</b> - Written examination <ul style="list-style-type: none"> <li>○ With topic development questions</li> <li>○ Short answer questions</li> <li>○ With problem-solving questions</li> <li>○ Individual work</li> </ul> <b>PRACTICAL PART</b> - With individual work - With group work - With individual examination in the five modules "Basic skills for infant care" There are defined criteria and they are posted in the e-class of the course	

## (10) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Brazelton. B., Cramer B. (2009). *Η πρώτη, πρώτη σχέση*. Εκδόσεις Παπαζήση
- Berk L. (2015). *Η Ανάπτυξη των Βρεφών, των Παιδιών και των Εφήβων*. Εκδότης: Μαρία Παρίκου & Σια ΕΠΕ
- Cole M. and Coler.S. (2002). *Η ανάπτυξη των παιδιών. Η αρχή της ζωής: Εγκυμοσύνη , τοκετός, βρεφική ηλικία*. Εκδόσεις Τυπωθήτω
- Ciccone A, Gauthier Y., Golse B., Stern D. (2012). *Γέννηση και ανάπτυξη της ψυχικής ζωής*. University studio press
- Dumoutet S. (2013). *Οδηγίες για το μασάζ του μωρού*. Εκδόσεις Πατάκης
- Herbine T & Busne L. (1984). *Η χαρταύλη των αισθήσεων*. Αθήνα, Ράππας.
- Karmel A. (2019). *Οδηγός βρεφικής διατροφής*. Εκδόσεις : Ψυχογιός
- Κρέσλερ, Λ. ( 2000). *Η σύγχρονη ψυχοσωματική του βρέφους και του παιδιού*. Αθήνα: Καστανιώτης.
- Leach P. (2018). *Τα πρώτα κρίσιμα χρόνια του παιδιού μας*. Εκδόσεις: Παπαζήση
- Leboyer F. (2010). ΣΑΝΤΑΛΑ: Τα τρυφερά χέρια. Εκδόσεις: Θυμάρι
- Μίλερ Λ. (1995). *Κατανοώντας το βρέφος σας*. Εκδόσεις Καστανιώτη
- Murray L & Andrews L. (2001). *Τα βρέφη δεν είναι μωρά: Ο κοινωνικός κόσμος του βρέφους*. Εκδόσεις: Ελληνικά Γράμματα
- Μουρέι Λ. (2017). *Η ψυχολογία των βρεφών: Πως οι σχέσεις υποστηρίζουν την ανάπτυξη των βρεφών από τη γέννηση μέχρι την ηλικία των δυο ετών*. Εκδόσεις Παπαζήσης
- Morris, D. (1996). *Ο θαυμαστός κόσμος του βρέφους*. Αθήνα, Καστανιώτης.
- Nilsson L. & Hamberger L. (2004). *Ένα Παιδί Γεννιέται*. Εκδόσεις : Ορφέας
- Παπαδάκη –Μιχαηλίδη Ε. (2006). *Ο δεσμός της αγάπης*. Εκδόσεις: Ελληνικά Γράμματα
- Reddy V. (2019). *Πως τα βρέφη γνωρίζουν τον νον*. Εκδόσεις Παπαζήσης
- Σακελλαρόπουλος, Π. (1998). *Σχέσεις μητέρας - παιδιού τον πρώτο χρόνο της ζωής*. Αθήνα, Παπαζήσης.
- Sheridan, D. M. (2014). *Από την γέννηση μέχρι το πέμπτο έτος*. Εκδόσεις Πεδίο
- Simmonet, D. (1992). *Αχ! Αυτά τα μωρά πόσα ξέρουν*. Αθήνα:Θυμάρι
- Delaisi De Parseval, G. et Lallemand, S., (2001). *L'art d'accommoder les bébés*. Paris, Odile Jacob.
- Golse, B. (2006). *L'être bébé*. Paris, PUF.
- Gueguen C. (2015). *Pour une enfance heureuse*. Thomas D' Ansembourg
- Krief S. (2021) *J'accueille mon bébé*. Albin Michel
- Massin C. (1997) *Le bébé et l'amour*. Aubier
- Pernoud L. (2021). *J'élève mon enfant*. Albin Michel.
- Stoppard M. (1989). *The first week of life*. Dorling Kindersley.London
- Stoppard M. (1986). *Pregnancy and Birth Handbook*. Dorling Kindersley London
- Davis S. (2007). *365 Activities You and Your Baby Will Love: An Idea a Day for Baby's First Year! (365 Activities) Paperback– 15 Jan 2007*

- Related academic journals:

Zero to three journal  
Journal of early childhood research  
*Les propos de la petite enfance*

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

#### COURSE OUTLINE

##### (11)GENERAL

SCHOOL	Administrative, Economics and Social Sciences		
ACADEMIC UNIT	Early Childhood Education and Care		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΠΑΙ03	SEMESTER	1ST
COURSE TITLE	Pedagogical and educational movements		



<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	N/A		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC320/">https://eclass.uniwa.gr/courses/ECEC320/</a>		

## (12) LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<b>LEVEL OF LEARNING OUTCOMES:</b> 6  <b>PURPOSE OF THE COURSE</b>  <p>The purpose of this course is to introduce students to the basic concepts, issues, and movements that have defined the Education Sciences so that they are able to critically engage in the pedagogical process and understand the historical, epistemological, ideological, and sociocultural dimensions of their role as professional educators.</p> <b>LEARNING OUTCOMES</b>  <p>Upon successful completion of the course, the student will  At a knowledge level, the student will be able to:</p> <ul style="list-style-type: none"> <li>- Describe and recognize the importance of Pedagogy as a Science and the importance of the subject matter investigated.</li> <li>- Distinguish the basic pedagogical terms: education, care, teaching, teaching practice, training.</li> <li>- Describe the historical development of the Education Sciences, the influences of each era/society and other factors and explain the major pedagogical movements.</li> </ul>

At the skill level they will be able to:

- Explain and draw conclusions about fundamental pedagogical issues taking into account the culture, ideology and political influences on Education systems.
- Distinguish similarities and differences in contemporary pedagogical movements
- To begin to build their own pedagogical identity and philosophy by adopting basic principles of pedagogical movements.

At the competency level, they will be able to apply the above and:

- Reflect critically on pedagogical practice by combining theoretical and practical knowledge.
- To strengthen his/her professional identity by drawing on past leaders and transformers/reformers/visionaries of pedagogical science.
- To be able to critically examine the pedagogical movements emerging per historical/social era and to argue for or against pedagogical policies/proposals.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Adapting to new situations
- Decision making
- Working independently
- Team work
- Working in an interdisciplinary environment
- Criticism and self-criticism
- Production of free, creative and inductive thinking.

### **(13) SYLLABUS**

1. Definition of Pedagogy, the scope of Education Sciences and the interdisciplinarity of Pedagogical Science.
2. The educator, his/her role and identity - how does the journey begin?
3. Historical development of pedagogical thought and key pedagogical movements/principles/ideas: Ancient Greece, Middle Ages, Renaissance.
4. Historical development of pedagogical thought and key pedagogical trends/principles/ideas: 18th, 19th century.
5. Historical development of pedagogical thought and basic pedagogical trends/principles/ideas: 20th-21st centuries: Progressive/democratic/learning-centred movements.
6. The ecological/ecosystemic movement and the emphasis on interpersonal relations (Ecological systems theory/ Relationships/Interrelations)
7. The outdoor play movement/ Risk pedagogy.
8. The Hybrid Pedagogy movement - The 'Makers' movement and digital pedagogy
9. The children's rights/Janus Korczak/social justice movement
10. The Critical pedagogy/poststructural movement (Freire, Cannella, Foucault)
11. The 'Philosophy for Children' movement (Philosophy for children/Lipman).
12. In summary: 3 models of pedagogy and the classification of pedagogical movements according to their main characteristics/ideas.
13. The educator - the journey does not end: the beginning of the formation of pedagogical identity, philosophy and critical reflection.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to Face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Lectures with slides/projector, e-class material (slides, pdfs), scientific websites, videos, forums, blogs, statistics, social media, communication with students via emails.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.  Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.    The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Study and analysis of bibliography	50
	Project presentation	20
	Non-directed study	40
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure    Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other    Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Course total <span style="float: right;">150</span>	
	Interim, formative assessment and group, public presentation (30%).  Written examination with multiple-choice and short-answer questions (70%).	

#### (15)ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Ayers, W. (2010). <i>To teach, the journey in comics</i>. Teachers College Press.</p> <p>Cannella, G. S. (1997). <i>Deconstructing Early Childhood Education: Social Justice and Revolution. Rethinking Childhood</i>, Volume 2. Peter Lang Publishing.</p> <p>Bloch, M., Swadener, B. B., &amp; Cannella, G. S. (Eds.). (2014). <i>Reconceptualizing early childhood care and education: Critical questions, new imaginaries and social activism: A reader</i>. Peter Lang.</p> <p>Davis, B., &amp; Degotardi, S. (2015). Who cares? Infant educators' responses to professional discourses of care. <i>Early Child Development and Care</i>, 185(11-12), 1733-1747.</p>
---

Darder, A. (2017). *Reinventing Paulo Freire: A pedagogy of love*. Taylor & Francis.

Degotardi, S., & Pearson, E. (2014). *The relationship worlds of infants and toddlers: Multiple perspectives from early years theory and practice*. McGraw-Hill Education (UK).

Freire, P. (1985). Reading the world and reading the word: An interview with Paulo Freire. *Language arts*, 62(1), 15-21.

Lascarides, C. V., & Hinitz, B. F. (2011). *History of Early Childhood Education*. Routledge.

Loughran, J. (2009). Is teaching a discipline? Implications for teaching and teacher education. *Teachers and Teaching: theory and practice*, 15(2), 189-203.

Malaguzzi, L. (1993). For an education based on relationships. *Young children*, 49(1), 9-12.

Moss, P. (2016). Loris Malaguzzi and the schools of Reggio Emilia: Provocation and hope for a renewed public education. *Improving Schools*, 19(2), 167-176.

Moss, P. (2018). *Alternative narratives in early childhood: An introduction for students and practitioners*. Routledge.

- Related academic journals:

European Early Childhood Research Journal

Contemporary issues of early childhood

Global studies of childhood

Early Childhood Research Quarterly

#### ΨΥΧ 04: Developmental Psychology I - Compulsory

##### COURSE OUTLINE

##### (16)GENERAL

SCHOOL	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΧ 04	SEMESTER	1
COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			

<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND
<b>PREREQUISITE COURSES:</b>	NO
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES
<b>COURSE WEBSITE (URL)</b>	..

### (17) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i>  <i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>LEVEL OF LEARNING OUTCOMES: 6  AIM OF THE COURSE  This course is designed to familiarize students with basic theoretical and empirical issues in the study of infancy and early childhood as well as their applications to child rearing and education. Topics include physical development, mental operations, aspects of social development, development of self-concept, temperament, moral reasoning and the impact of cultural aspects on child development.</p> <p>LEARNING OUTCOMES  Upon successful completion of the course the student will be able</p> <ul style="list-style-type: none"> <li>• at a <b>knowledge level</b>, to recall and describe: <ul style="list-style-type: none"> <li>- Fundamental concepts of Developmental Psychology, such as development, evolution, critical and sensitive period, continuity and discontinuity in development.</li> <li>- The influence of historic context on theories of Developmental Psychology.</li> <li>- Major theories of Developmental Psychology.</li> <li>- Criticism on major theories of Developmental Psychology.</li> </ul> </li> <li>• at the <b>skills level</b>, to explain and draw conclusions about: <ul style="list-style-type: none"> <li>- Fundamental concepts of Developmental Psychology, such as development, evolution, critical and sensitive period, continuity and discontinuity in development.</li> <li>- The influence of historic context on theories of Developmental Psychology.</li> <li>- Major theories of Developmental Psychology.</li> <li>- Criticism on major theories of Developmental Psychology.</li> </ul> </li> <li>• in terms of <b>competences</b>, to apply the above as follows: <ul style="list-style-type: none"> <li>- To form research hypotheses on issues of Developmental Psychology.</li> </ul> </li> </ul>

- To compare theories of Developmental Psychology
- To analyze the behavior of typically developing infants and toddlers.
- To apply theories of Developmental Psychology in practices related to education and care of infants and toddlers.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Search for, analysis and synthesis of data and information, using the necessary technology
- Adapting to new situations
- Working independently
- Team work
- Production of new research ideas
- Respect for ethical and moral principles in research,
- Project planning and management
- Decision-making
- Respect for diversity and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism

### **(18)SYLLABUS**

1. The field of Developmental Psychology – History
2. Evolution and development
3. The subject of Developmental Psychology
4. Concepts of child development from Ancient Greece to 19<sup>th</sup> century
5. Periods of development
6. Psychoanalysis - Freud
7. Psychoanalysis - Epigones
8. Behaviorism
9. Cognitive Development – J. Piaget
10. Cognitive Development – Epigones
11. Social Constructivism – L.S. Vygotsky
12. Attachment Theory – J. Bowlby
13. Conclusions

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (slides, videos, etc.) Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. Use of e-mail for communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.          Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Tutorials	40
	Exercises - Material analysis	40
	Study and analysis of relevant bibliographic sources	20
	Independent study	50
	Total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written final exams at the end of the semester with open answer and multiple-choice questions	
	Language of evaluation: Greek	



**(20) ATTACHED BIBLIOGRAPHY****Greek**

Cole, M. & Cole, S. R. (2002). *Η ανάπτυξη των παιδιών*. (Επιμ. Ζ. Παπαληγούρα & Π. Βορριά). Τόμ. Α'. Αθήνα: Τυπωθήτω.

Craig G. J. & Baucum, D. (2007). *Η ανάπτυξη του ανθρώπου*. Τόμος Α'. Αθήνα: Παπαζήσης.

Feldman S. R. (2019). *Αναπτυξιακή Ψυχολογία* (επιμ. Η. Μπεζεβέγκης). Αθήνα: Gutenberg.

Lehalle, H. & Mellier, D. (2009). *Ψυχολογία της ανάπτυξης*. Εκδόσεις Πεδίο.

**English**

Dixon, W. E. (2003). *Twenty studies that revolutionized child psychology*. Upper Saddle River, NJ: Prentice Hall.

Rathus, S.A. (2014). *Childhood voyages in Development*. International edition, (5th ed.). Belmont: Cengage.

Siegler, R., DeLoache, J., Eisenberg, N. (2006). *How Children Develop* (2nd edition). Worth: New York.

**Journals**

Developmental Psychology

Infant Behavior and Development

**AΠΠ 05: Music Education - Compulsory****COURSE OUTLINE****(21) GENERAL**

SCHOOL	SCHOOL OF ADMINISTRATION, ECONOMICS AND SOCIAL SCIENCES		
ACADEMIC UNIT	EDUCATION AND CARE IN EARLY CHILDHOOD		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	AΠΠ05	SEMESTER	A
COURSE TITLE	MUSIC PEDAGOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
LABORATORY EXERCISES		2	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE	GENERAL BACKGROUND <i>general background, special background, specialized general knowledge, skills development</i>		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	<a href="https://eclass.uniwa.gr/courses/ECEC340/">https://eclass.uniwa.gr/courses/ECEC340/</a>		

## (22) LEARNING OUTCOMES

### Learning outcomes

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

*Consult Appendix A*

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

### LEVEL OF LEARNING OUTCOMES: 6

#### KNOWLEDGE

The purpose of the Music Pedagogy course is for students to acquire the knowledge and capabilities to:

- To know the basic terminology and to understand the structure of the scientific field of Music

Pedagogy.

- To know methods of music teaching such as: C. Orff, E. J. Dalcroze, Z. Kodaly, E. Gordon etc.).

#### SKILLS

- To know the phases of the vocal and motor development of the child in early childhood
- To become familiar with the basic principles of song and rhythm of a piece of music
- To know the musical instruments and their categories
- To know some basic principles for planning music activities

abilities

- To know and understand elements of music theory
- To get acquainted with the relevant literature with the specific subject

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

### (3) COURSE CONTENT

#### THEORY:

1. Introduction to the concepts - definitions of rhythmic and motor education. Pedagogical goals and benefits. Historical review of the main representatives and teaching methods in rhythmic and motor education (C. Orff, E. Dalcroze, E. Gordon)
2. Analysis of Teaching Methods with examples, video, and indicative practical application
3. Teaching music theory. Concepts of music such as: Duration, Rhythm, Metro, Tone Height, Tone, Tempo or rhythmic education, Dynamics, Tone or tone, Form etc.
4. Learning basic music notation.
5. The importance of rhythm in the smooth development of the child. Rhythmic and motor skills of

infants and toddlers. Special development needs and opportunities.

6. Introduction to Quantitative Research in Music Pedagogy. A brief historical review of the scientists who contributed to the quantitative research is made and reference is made to measurements of musical receptivity and musical achievement as well as to measurements in preschool age.

7. Introduction to Qualitative Research in the Science of Music Pedagogy

8. Musical games and their pedagogical role in early childhood.

9. Design of dramatization and artistic expression.

10. The teaching of the song and its meaning.

11. Active Listening - Audibility.

12. Also concepts that are analyzed are: improvisation, experimentation, self-discovery, exploration, musical creativity, imitation, acoustics, kinetic expression.

13. Interdisciplinary approach to Music with other cognitive subjects of the Curriculum of Preschool Education ((Language, Mathematics, Dance, Visual Arts, Environmental Education, Theatrical Education, etc.).

#### LABORATORY:

Cultivation of rhythm through actions resulting from the methods of: C. Orff, E. Dalcroze and E. Gordon.

2. Organization of a small orchestra with percussion instruments. Learning percussion technique.

Creation of improvised percussion instruments.

3. Selection of songs and music tracks for preschool children. Cultivation of voice and rhythmic sense. Rhythmic recitation, loud body movements (clapping, applause, etc.), use of percussion instruments, kinetic actions to consolidate the rhythm.

4. Acquaintance with the different rhythms (2/4, 3/4, 5/4, 7/4, 9/4, 12/4). Rhythmic performance through percussion instruments and the body.

5. The song, the fairy tale, the image and the object as an occasion for creative movement.

6. Audio - stories. Combination of rhythmic and motor education with other arts. Interactive storytelling and practical application in the classroom.

7. Practical consolidation of the four elements of dance (space, time, power, flow), with the help of appropriate kinetic improvisations.

8. Acquaintance with children's Greek traditional songs and creative, dance performance of Greek dances, adapted to preschool age.

9. Performing simple musical pieces on a simple melodic instrument (flute or xylophone) and consolidation of rhythmic and melodic motifs.

10. Rhythmic and musical forms: understanding through movement and the creation of simple kinetic motifs.

11. The use of objects in the development of rhythm.

12. Preparing students to organize and conduct an ensemble in kindergarten

13. Making simple improvised musical instruments

### (23)SYLLABUS

The purpose of the Music Pedagogy course is for students to acquire knowledge and the possibilities to:

- To know the basic terminology and to understand the structure of the scientific field of Music Pedagogy.
- To know methods of music teaching such as: C. Orff, E. J. Dalcroze, Z. Kodaly, E. Gordon et al
- To know the phases of the child's vocal and motor development in early childhood
- To become familiar with the basic principles of song and rhythm of a piece of music
- To know the musical instruments and their categories
- To know some basic principles for planning music activities
- To know and understand elements of music theory
- To get acquainted with the relevant literature with the specific subject

## (24)TEACHING and LEARNING METHODS-EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, Communication with students</i>	The lectures are made with slide show (powerpoint), use of archival, visual and audio material.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.  The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	60
	Laboratory Exercises	40
	Artistic expression and creation	30
	Study visits	10
	Watching performances	10
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Theory: Written Examination with questions of composition and development of topics</p> <p>Laboratory:  <input type="checkbox"/> By oral examination  <input type="checkbox"/> By examining the application of rhythmic, melodic and kinetic actions  <input type="checkbox"/> With individual or group written work</p> <p>The evaluation takes place throughout the semester through laboratory exercises and activities carried out by students, based on the quality of participation (consistency, initiative, development of expressive skills) and not on the artistic perfection of the action.</p>	

## (25) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p><b>Greek language</b></p> <p>Teacher's notes in the electronic environment of the course.</p> <p>Androutsos PP (1995). Methods of teaching music. Presentation and critical view of the Orff and Dalcroze methods, Athens: Edition Orpheus S. &amp; M. Nikolaidis OE.</p> <p>Argyriou, M. (2019). Applied Music Pedagogy: The framework and teaching planning for Preschool and Primary Education. Thessaloniki: DISIGMA Publishing.</p> <p>Dogani K. (2012). Music in Preschool - Child-Teacher Interaction, Athens: Gutenberg</p> <p>Karadimou - Liatsou, II (2003). Music pedagogy in the 20th century. Athens: Orpheus</p> <p>Makropoulou &amp; Varelas, D. (2001). Music: the most exciting game. Athens: Fagotto Athens</p> <p>Raptis Th. (2015) Music Pedagogy a systematic approach with applications for preschool age. Athens: Orpheus</p> <p>Retsiou S. (2011). Exploring music and movement, Theoretical approaches and activities of music-motor</p>
---

education for preschool and primary school children, Athens: Xifaras  
 Sergi, L. (1995). Preschool music education: The effect of music through the interdisciplinary teaching method on the development of children's personality, Athens: Gutenberg - George and Costas Dardanos.  
 Sergi L. (1987). Creative music education for our children. Athens: Gutenberg.  
 Tsaftaridis N. (1997). Music, movement, speech, Elementary music in the pedagogical work ORFF, Athens: Nisos  
 Chrysostomou, S. (2005). Music in Education. The dilemma of Interdisciplinarity. Athens: Papagrigoriou - Nakas.

#### Foreign language

FeierabendJ. & KahanJ. (2020) The book of kinetic exploration. Can you move this way? Fagotto books  
 Joanne D Greata (2019), Music in Early Childhood Education: An Introduction for Early Childhood Educators and Parents, Kindle Edition  
 McPherson & Graham F. Welch (2012) The Oxford Handbook of Music Education, Volume 2, Oxford University Press.  
 McPherson & Graham F. Welch (2018) Music Learning and Teaching in Infancy, Childhood, and Adolescence: An Oxford Handbook of Music Education, Volume 2 (Oxford Handbooks)  
 PalmieriA. (1976). Flute method with a collection of authentic pieces. Edizioniisurvvinizerboni, Athens, K. Papagrigoriou Music House - Ch. Nakas.  
 Scott N. Edgar (2017). Music Education and Social Emotional Learning, GIA Publications  
 Gordon E. E. (1997, 1990). Music Learning Theory for Newborn and Young Children. Chicago: GIA Publications.

### ΓΕΝ 06: Research Methodology - Compulsory

#### COURSE OUTLINE

#### (26)GENERAL

SCHOOL	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΓΕΝ06	SEMESTER	1
COURSE TITLE	RESEARCH METHODOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE	GENERAL BACKGROUND <i>general background, special background, specialised general knowledge, skills development</i>		
PREREQUISITE COURSES:	NO		

<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO
<b>COURSE WEBSITE (URL)</b>	..

## (27) LEARNING OUTCOMES

### Learning outcomes

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

*Consult Appendix A*

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

LEVEL OF LEARNING OUTCOMES: 6

### AIM OF THE COURSE

The course aims to introduce students to the basic principles of research methodology in order to enable them to design and implement research studies. In particular, the course aims the students

- to become familiar students with the basic epistemological approaches to the process of creating scientific knowledge;
- to understand and become aware of the different approaches to research methodology ('quantitative' and 'qualitative') and the different types of research design;
- to become familiar with the steps of the research process, from the initial selection of a research topic to the final stage of writing a research report;
- to reflect on issues related to the development of a research project and the development of a research methodology.

The course includes 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, literature review procedures, ethical issues, types of quantitative, qualitative and mixed designs, data collection techniques (questionnaires, interviews etc.), writing a research study and issues of reflection in research design.

### LEARNING OUTCOMES

Upon successful completion of the course the student will be able

- at a knowledge level, to recall and describe:
  - the procedures for conducting research and the phases of research planning
  - the stages of the research process, from the initial selection of a research topic to the final stage of writing a research report
  - the various research designs and data collection techniques
  - the parts and features of writing a research paper
- at the skills level, to explain and draw conclusions about:
  - basic concepts of research methodology
  - the research process as reflected in research papers
  - issues of research ethics
  - the selection of appropriate collection and analysis methods according to the research objective and research questions
- in terms of competences, to apply the above as follows:
  - to collect, manage, analyse and present research results
  - to link the research objective, research questions, data collection methods, methods of analysis, and drawing conclusions.
  - to study and analyse research papers

- to distinguish designs, techniques and other characteristics between quantitative, qualitative and mixed method designs
- to plan and organize research studies

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Search for, analysis and synthesis of data and information, using the necessary technology
- Adapting to new situations
- Working independently
- Team work
- Production of new research ideas
- Respect for ethical and moral principles in research,
- Project planning and management
- Decision-making
- Respect for diversity and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism

### **(28)SYLLABUS**

14. Conceptual definition of research. Research terminology. The nature and process of research.  
The research process: Using quantitative and qualitative approaches.
15. The stages in the research process - Ethical issues
16. Process of identifying, selecting, defining the research problem. Review of the literature.
17. Identification of research aim and research Questions or hypotheses - Types of variables. Types of hypotheses.
18. Quantitative data collection – Methods of data collection: measurement scales, questionnaire, interview, observation, tests, etc.
19. Analysis and interpretation of quantitative data
20. Analysis and interpretation of qualitative data
21. Analysis and Interpretation of qualitative data
22. Research designs: Experimental designs
23. Correlational designs - Survey designs
24. Ethnographic designs - Action research designs
25. Mixed Methods designs: combining quantitative and qualitative techniques
26. Reporting, evaluating, writing up the research

## (29)TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (slides, videos, etc.) Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. Use of e-mail for communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.  The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Tutorials	40
	Exercises - Material analysis	40
	Study and analysis of relevant bibliographic sources	20
	Independent study	50
	Total	150
	Course total	150



<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> <li>Preparation of a written group project (optional, grade-added).</li> <li>Written final exams at the end of the semester with open answer and multiple-choice questions</li> </ul> <p>Language of evaluation: Greek</p>
--	---

### (30) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Airasian, P., Mills, G.E., &amp; Gay, L.R. (2017). <i>Εκπαιδευτική έρευνα - Ποσοτικές και ποιοτικές μέθοδοι: Ανάλυση και εφαρμογές</i>. Προπομπός.</p> <p>Babbie, E. (2011). <i>Εισαγωγή στην κοινωνική έρευνα</i>. Κριτική</p> <p>Bryman, A. (2014). <i>Μέθοδοι Κοινωνικής Έρευνας</i>. Gutenberg.</p> <p>Cohen, L., Manion, L., &amp; Morrison, K. (2008). <i>Μεθοδολογία εκπαιδευτικής έρευνας</i>. Μεταίχμιο.</p> <p>Creswell, J. W. (2011). <i>Η έρευνα στην εκπαίδευση</i>. Ιών.</p> <p>Creswell, J.D., &amp; Creswell, J.W. (2019). <i>Σχεδιασμός έρευνας - Προσεγγίσεις ποιοτικών, ποσοτικών και μεικτών μεθόδων</i>. Προπομπός</p> <p>Gray, D.E. (2018). <i>Η ερευνητική μεθοδολογία στον πραγματικό κόσμο</i>. Τζιόλας</p> <p>Mertens, D.M. (2009). <i>Έρευνα και αξιολόγηση στην εκπαίδευση και την ψυχολογία</i>. Μεταίχμιο.</p> <p>Newby, P. (2019). <i>Μέθοδοι έρευνας στην εκπαίδευση</i>. Πεδίο.</p> <p>Robson, C. (2007). <i>Η έρευνα του πραγματικού κόσμου</i>. Gutenberg.</p> <p>Shaughnessy, J., Zechmeister B.E., &amp; Zechmeister, S.J. (2018). <i>Ερευνητικές μέθοδοι στην ψυχολογία</i>. Gutenberg.</p> <p>- Related academic journals:</p>
---

## 2<sup>nd</sup> SEMESTER

### ΠAI 07: Infant's Education and Care II - Compulsory

#### COURSE OUTLINE

### (31) GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΠAI 07	<b>SEMESTER</b>	2 <sup>nd</sup>
<b>COURSE TITLE</b>	INFANT'S EDUCATION AND CARE II		

<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		3	3
Practice in daycare settings		2	2
Total		5	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	..		

### (32) LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<b>LEVEL OF LEARNING OUTCOMES: 6</b> <b>COURSE AIM</b> The aim of the course is a) In this course students will learn about infant education and care in Greece b) to understand the pedagogical background that underlies the ideology of infant education and care and c) to understand the basic principles of infant education and care in order to be able to apply them. <b>LEARNING OUTCOMES</b> On successful completion of the course the student will At a knowledge level will be able to recall and describe: <ul style="list-style-type: none"> <li>- The current pedagogical and sociological approaches that underlie infant education.</li> <li>- The principles that underpin infant education and how these are applied in an early years education and care setting.</li> <li>- The importance of the role of the educator and to be able to analyse care as a pedagogical practice.</li> </ul> At skill level they will be able to explain and draw conclusions about: <ul style="list-style-type: none"> <li>- The importance of infant education principles applied in an early years education and care setting,</li> <li>- The importance of care as a pedagogical act and as a means for the development of relationships.</li> <li>- Demonstrate a critical attitude towards issues relating to the education and care of infants</li> </ul>

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

- Organise and define the pedagogical principles of an education and care framework.
- To organise and implement a pedagogical programme for infants
- Organise the educational environment and the equipment of an infant classroom
- To work effectively within a multidisciplinary team and with the infant's family in order to ensure the infant's holistic development

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- *Decision-making*
- *Work Independently*
- *Team work*
- *Respect for difference and multiculturalism*
- *Exercising criticism and self-criticism*
- *Search for, analysis and synthesis of data and information, with the use of the necessary technologies*
- *Adapting to new situations*
- *Production of free, creative and inductive thinking*

### **(33)SYLLABUS**

## COURSE CONTENT

- 1.Literature review: The education of infants in Greece.
2. Children's rights: Do infants have rights?
3. Settings and institutions for infants
4. Establishing close relationships with infants
- 5.The infant as a co-speaker: Decoding verbal and non-verbal elements of infant communication
- 6.Basic principles of infant education and care
- 7.The infant in daycare: Managing transitions
- 8.The triangle of care: Child-Pedagogue-Family
- 9.Care and education in daycare settings- Care as a pedagogical act
- 10.Activities for Infants
- 11.Observing infants: Why written records are important
- 12.Infants agency
- 13.Infants education: The first step in the infant's entry into culture

### **Practice in daycare settings**

The practice part of the course includes a weekly attendance of the student in the infant classrooms of daycare settings in order to get in touch, get acquainted and familiarize themselves with the infant education and care settings. Observation of the daycare environment, the pedagogical material and equipment for infants, the daily life of the infants and the pedagogical activities that take place in such settings.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face Practice in daycare settings	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in face-to-face teaching (slides and videos) - Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. - Use of e-mail for communication with students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Interactive teaching	30
	Study and analysis of bibliography	20
	Practice in daycare settings	30
	Assignments	30
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written final exams (60%) - Short-answer questions - Open-ended questions Obligatory individual written assignment (40%)	

### (35)ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Arnold, C. (2003). <i>Observing Harry: Child Development and Learning 2-5</i>. McGraw-Hill Education (UK).</p> <p>Bruner, J. (1983). <i>Child's talk: Learning to use language</i>. New York, NY: Norton</p> <p>Elfer, P. (2006). <i>Exploring children's expressions of attachment in nursery</i>. European Early Childhood Education Research Journal, 14(2), 81–95.</p> <p>Elfer, P. (2007). <i>Babies and young children in nurseries: Using psychoanalytic ideas to explore tasks and interactions</i>. Children and Society, 21(2), 111–122.</p> <p>Elfer, P. (2008). <i>5000 hours: Organising for intimacy in the care of children under three attending full time nursery</i> (Unpublished Doctoral Dissertation). University of East London, UK.</p> <p>Elfer, P., Goldschmied, E., &amp; Selleck, D. Y. (2012). <i>Key persons in the early years: Building relationships for quality provision in early years settings and primary schools</i>. New York, NY: Routledge.</p> <p>Katsiada, E., Roufidou, I., Wainwright, J., &amp; Angeli, V. (2018). <i>Young children's agency: exploring children's interactions with practitioners and ancillary staff members in Greek early childhood education and care settings</i>, Early Child Development and Care, 188(7), 1-14.</p>
---

Thyssen, S. (2000). *The child's start in day care centre*. Early Child Development and Care, 161(1), 33–46.

Trevarthen, C. (1977). *Communicative performance*. In H. R. Schaffer (Ed.), *Studies in mother–infant interaction: Proceedings of the Loch Lomond Symposium Ross priory* (pp. 225–270). University of Strathclyde, September 1975. London: Academic Press.

United Nations. (1989). *The United Nations convention on the rights of the child*. New York: Author

- Related academic journals:  
 Early Child Development and Care  
 Early Childhood Education Journal  
 Journal of Early Childhood Research

## IIAI 08: Children's Literature - Compulsory

### COURSE OUTLINE

#### (36)GENERAL

<b>SCHOOL</b>	<b>SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES</b>		
<b>ACADEMIC UNIT</b>	<b>DEPARTMENT OF EARLY CHILDHOOD EDUCATION &amp; CARE</b>		
<b>LEVEL OF STUDIES</b>	<b>UNDERGRADUATE STUDIES</b>		
<b>COURSE CODE</b>	<b>IIAI 08</b>	<b>SEMESTER</b>	<b>2<sup>th</sup></b>
<b>COURSE TITLE</b>	<b>CHILDREN'S LITERATURE</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

#### (37)LEARNING OUTCOMES

### **Learning outcomes**

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

*Consult Appendix A*

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

### **LEVEL OF LERNING OUTCOMES: 6**

#### **PURPOSE OF THE COURSE**

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 approaches to children's literature and illustrated books.

#### **LEARNING OUTCOMES**

After the successful completion of the course the students:

- A) at a **knowledge** level they will be able to:
  - define the concepts about children's literature
  - know the types/categories of children's literature and their characteristics
  - know the various, and innovative, narratives forms
  - understand the main elements of a narrative
  - be familiar with the theory of the multimodal texts
  - know the contemporary approaches to illustrated books
  - be familiar with the terminology about the critic of literature
  - know the contemporary discuss about narrative elements and techniques
- B) at **skill** level they will be able to:
  - explicate children's literature texts
  - associate information from various essays
- C) in terms of **competences** they will be able to:
  - use libraries (physical or digital) for issues about children's literature
  - create instructional materials
  - use data bases during their studies or in their future work
  - product new research ideas

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

### **(38)SYLLABUS**

<ol style="list-style-type: none"> <li>1. Children's Literature (ages 0-6)</li> <li>2. Narrative Forms: Oral, Multimodal</li> <li>3. Narrative Forms: Visual, Digital</li> <li>4. Types and categories of children's literature: fairy tales, Aesop's fables</li> <li>5. Types and categories of children's literature: poetry, riddles</li> <li>6. Types and categories of children's literature: visual narratives, concept books</li> <li>7. Illustration, the conventions and how to read the images</li> <li>8. Narrative elements (theme, plot, characters, structure, point of view, setting)</li> <li>9. Narrative techniques: Intertextuality</li> <li>10. Narrative techniques: Intervisuality</li> <li>11. Narrative techniques: Metafiction</li> <li>12. Narrative techniques: Animism</li> <li>13. History of Children's Literature</li> </ol>
---



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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and use of teaching materials	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.  The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Interactive Teaching	20
	Study and analysis of Bibliography	30
	Project	30
	Essay writing	30
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Essay writing (30%) Written examination (70%)	

### (40)ATTACHED BIBLIOGRAPHY

#### - Suggested bibliography:

1. Γιαννικοπούλου, Α. (2008). *Στη Χώρα των Χρωμάτων. Το Σύγχρονο Εικονογραφημένο Παιδικό Βιβλίο*. Αθήνα: Παπαδόπουλος.
2. Γιαννικοπούλου, Α. (2016). *Το Εικονογραφημένο Βιβλίο στην Προσχολική Εκπαίδευση*. Αθήνα: Πατάκης
3. Κανατσούλη, Μ. (2002). *Εισαγωγή στη Θεωρία και Κριτική της Παιδικής Λογοτεχνίας*. Θεσ/νίκη: University Press.
4. Κανατσούλη Μ. (2002). *Αμφίσημα της Παιδικής Λογοτεχνίας*. Αθήνα: Σύγχρονοι Ορίζοντες.
5. Καρπόζηλου, Μ.. (1994). *Το Παιδί στη Χώρα των Βιβλίων*. Αθήνα: Καστανιώτης
6. Οικονομίδου, Σ. (2011). *Χίλιες και Μία Ανατροπές: Η Νεότερικότητα στη Λογοτεχνία για Μικρές Ηλικίες*. Αθήνα: Πατάκης.
7. Nodelman, P. (2009). *Λέξεις για Εικόνες. Η Αφηγηματική Τέχνη του Παιδικού Εικονογραφημένου Βιβλίου*. Αθήνα: Πατάκης.
8. Ο' Sullivan, E. (2010). *Συγκριτική Παιδική Λογοτεχνία*. Αθήνα: Επίκεντρο.
9. Χαντ, Π. (2001). *Κριτική Θεωρία και Παιδική Λογοτεχνία*. Αθήνα: Πατάκης.

10. Χαντ, Π. (Επιμ.) (2009). *Κατανοώντας τη Λογοτεχνία για Παιδιά*. Αθήνα: Μεταίχμιο.

- Related academic journals:

1. *Keimena, Περιοδικό Πανεπιστημίου Θεσσαλίας*
2. *Διαδρομές*
3. *Bookbook*
4. *Children's Literature in Education*
5. *Children's Literature*
6. *Children's Literature Association Quarterly*
7. *Bookbird*
8. *The Lion and the Unicorn*
9. *New Review of Children's Literature and Librarianship*
10. *The Reading Teacher*

## ΠΑΙ 09 : Child and Play - Compulsory

### COURSE OUTLINE

#### (41) GENERAL

SCHOOL		ADMINISTRATION, ECONOMICS AND SOCIAL SCIENCES (SDOKE)	
ACADEMIC UNIT		EDUCATION AND CARE IN EARLY CHILDHOOD PRE-UNIVERSITY	
LEVEL OF STUDIES		PRE-UNIVERSITY	
COURSE CODE		ΠΑΙ 09	SEMESTER B'
COURSE TITLE		CHILD AND PLAY	
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures & Laboratory exercises		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>		MFY	
PREREQUISITE COURSES:		NONE	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:		GREEK	
IS THE COURSE OFFERED TO ERASMUS STUDENTS		NO	
COURSE WEBSITE (URL)		<a href="https://eclass.uniwa.gr/courses/ECEC328/">https://eclass.uniwa.gr/courses/ECEC328/</a>	

#### (42) LEARNING OUTCOMES

**Learning outcomes**

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

*Consult Appendix A*

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

**LEVEL OF LEARNING OUTCOMES : 6****PURPOSE OF THE COURSE**

The aim of this course is for the student to become familiar with and understand basic theoretical approaches to play and its interdisciplinary dimension.

Learning outcomes:

Upon successful completion of the course, the student will

At a knowledge level, the student will be able to recall and describe:

- The role of play in terms of psycho-pedagogical approach.
- Forms and types of play and their pedagogical significance for preschool children.
- The pedagogical principle that play is the main activity of the child in order to enhance its role in the child's development.
- Critical reflective thinking in the use and appropriateness of preschool toys.
- The importance of play in time and its socio-cultural context.

At a skill level they will be able to explain and draw conclusions about

- The rules, its properties and the psycho-educational character of play.
- The experiential-learning experiences of young children in their involvement with one-solution games, multi-purpose games-materials and rule games.
- The integration of play into the pedagogical work by applying a theoretical framework, autonomy, satisfaction of personal interests, cooperation with others, appropriate processing of information, contact with other actors, etc.
- The criteria for evaluating games.
- Methods of active listening to children and their families in the choice and use of games.

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

- Using toys with children (according to their developmental stages and interests) as a pedagogical material and pedagogical activity.
- Proposing and encouraging activities for the acquisition of basic concepts with a view to the multifaceted development of infants and pre-school children.
- Evaluates children's spontaneous play in pedagogical corners, in the yard, etc.
- Analyses and manages children's desires in play

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

### (43)SYLLABUS

1. The game: object - activity in science. Play is the main activity in early childhood.
2. Historical presentation and development.
3. Modern theories. The game in the all-round development of the child. Developmental skills.
4. Psychopedagogical basic categories. Analysis of categories.
5. Play as a mediator of social exchanges of the child. The role of adults in young children's play.
6. Play, its material and space. Play-grid environments. Play & Technology.  
Contemporary trends in outdoor play.
7. Play as an expression of the basic webs in child development. Integration of play in different settings.
8. Play from the context of the imaginary to the reproduction of social institutions and values. Building relationships in play.
9. Play in the interdisciplinary approach to learning and knowledge. Creativity-play-learning.
10. Play and socio-cultural context. Gendered perspectives in children's play.
11. Evaluation of play. The future of play. Game & advertising.
12. Evaluation of the game. Play in clinical psychopedagogy.
13. Game - Arts. Visits to places that present play.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	TEACHING IN THE ROOM	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in Teaching, in Laboratory Training (slides & videos), in Communication with students (support of the learning process through the e-class platform)	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.  Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.    The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	LECTURES	60
	LABORATORY EXERCISES, ANALYSIS OF AUDIOVISUAL MATERIAL - PRESENTATIONS	30
	STUDY AND ANALYSIS OF LITERATURE	20
	WORK WRITING	20
	ARTISTIC CREATION	10
	EDUCATIONAL VISITS	10
	Course total (30 hours of workload per credit)	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure    Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other    Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	1) Written final examination (60%) including: Multiple choice questions Multiple-choice (multiple choice) questions,  2) Presentation of group or individual work (40%) or alternatively 1) Development of new educational activities using constructions (games, catalogues, etc.) (40%) 2) Presentation of work (60%)  The identified assessment criteria are stated and are accessible (e-class) by students .	

#### (45)ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Greek

- Avgitidou, S., (2001). *The game (Contemporary research and teaching approaches)*. Athens: Tipotheto.
- Vinnicott, D., (2000). *The child, play and reality*. Athens: Kastaniotis.
- Gugoulis, Kl. - Kouria, A., (2000). *Child and play in modern Greek society (19th and 20th century)*. Athens: Kastaniotis.
- Gugoulis, Kl., Karakatsani, D., (2008). *The Greek game*. Athens: Cultural Foundation of the National

*Bank of Greece.*

- Zakopoulou, A., (1995). *Games with time*. Athens: Ekkremess.
  - Kalyva, El. - Kalypso, El., E., (1992). *Introduce your baby to the joy of toys (0 - 1 years)*. Athens: Papazisis.
  - Kambylis, P., Spetsiotis G., (2008). *The game, original interdisciplinary design*. Orion
  - Kliafa, M., Valasi Z., (2000). *Let's play again*. Athens: Kedros.
  - Kogidou, D., (2015). *Beyond pink and blue*. Thessaloniki: Epikentro.
  - Kourouzidis, S., Polemi-Toloudou, M., Kosmidis, P., (2000). Athens.
  - Krontira, L., (2002). *Come and play through time*. Athens: Fytraki
  - Benaki Museum (Argyriadis M.), (2003). *The magical world of games*. (Argyriaris, M.A., M.A.): ADAM
  - Botsoglou, K., (2010). *Outdoor play spaces and the child. Quality, Safety and Pedagogical Applications*. Athens: Gutenberg.
  - Papadopoulou, K., (2009). *The Zone of Greater Development in Vygotsky's theory*. Athens: Gutenberg.
  - Sivropoulou, R., (1999). *The organization and design of space (kindergarten) in the context of play*. Athens: Pataki.
  - Christofidi - Enrikes, Androula, (1998). *"I play and understand"*. Athens: Ekkremesh
  - Brock, Av., Doddds, S., Jarvis, Pam, Olusoga, Yin., (2016). *Pedagogy of play in preschool and school education*. Athens: Pedio.
  - Cohen, D., Stern, V., (2001). *Observing and recording children's behavior*. Athens: Gutenberg.
  - Cole, M. & Cole, Sh. R., (2002). *Child development (A & B volumes)*, (Athens: Printing-Giorgos Dardanos.
  - Garvey, C., (1990). *The game*. Athens: Koutsoumbos.
  - Lindon, J., Kelman, K., Sharp, Al., (2004). *Learning the world through play*. Athens: Diptych.
  - Jennings, S., (2017). *Healthy attachments and neuro-dramatic play*. Athens: Parisianou.
  - Kieff, J., & Casbergue R. (2017). *Playful learning and teaching*. Athens: Gutenberg
  - Fler, M., (2018). *Play in early childhood*.
  - Roger Caillois., (2001). *Games and people.*, Athens: Twenty First.
  - Vinnicott, D., (2000). *The child, play and reality*. Athens: Kastaniotis.
  - Gugoulis, Kl. - Kouria, A., (2000). *Child and play in modern Greek society (19th and 20th century)*. Athens: Kastaniotis.
  - Gugoulis, Kl., Karakatsani, D., (2008). *The Greek game*. Athens: Cultural Foundation of the National Bank of Greece.
  - Zakopoulou, A., (1995). *Games with time*. Athens: Ekkremess.
  - Kalyva, El. - Kalypso, El., E., (1992). *Introduce your baby to the joy of toys (0 - 1 years)*. Athens: Papazisis.
  - Kambylis, P., Spetsiotis G., (2008). *The game, original interdisciplinary design*. Orion
  - Kliafa, M., Valasi Z., (2000). *Let's play again*. Athens: Kedros.
  - Kogidou, D., (2015). *Beyond pink and blue*. Thessaloniki: Epikentro.
  - Kourouzidis, S., Polemi-Toloudou, M., Kosmidis, P., (2000). Athens.
  - Krontira, L., (2002). *Come and play through time*. Athens: Fytraki
  - Benaki Museum (Argyriadis M.), (2003). *The magical world of games*. (Argyriaris, M.A., M.A.): ADAM
  - Botsoglou, K., (2010). *Outdoor play spaces and the child. Quality, Safety and Pedagogical Applications*. Athens: Gutenberg.
  - Papadopoulou, K., (2009). *The Zone of Greater Development in Vygotsky's theory*. Athens: Gutenberg.
  - Sivropoulou, R., (1999). *The organization and design of space (kindergarten) in the context of play*. Athens: Pataki.
  - Christofidi - Enrikes, Androula, (1998). *"I play and understand"*. Athens: Ekkremesh
  - Brock, Av., Doddds, S., Jarvis, Pam, Olusoga, Yin., (2016). *Pedagogy of play in preschool and school education*. Athens: Pedio.
  - Cohen, D., Stern, V., (2001). *Observing and recording children's behavior*. Athens: Gutenberg.
  - Cole, M. & Cole, Sh. R., (2002). *Child development (A & B volumes)*, (Athens: Printing-Giorgos Dardanos.
  - Garvey, C., (1990). *The game*. Athens: Koutsoumbos.
  - Lindon, J., Kelman, K., Sharp, Al., (2004). *Learning the world through play*. Athens: Diptych.
  - Jennings, S., (2017). *Healthy attachments and neuro-dramatic play*. Athens: Parisianou.
  - Kieff, J., & Casbergue R. (2017). *Playful learning and teaching*. Athens: Gutenberg
  - Fler, M., (2018). *Play in early childhood* Thessaloniki: Sofia..
  - Roger Caillois., (2001). *Games and people.*, Athens: Twenty First.
- Foreign language*

- Bosse-Platière, Suzon.(2004). Accueillir les parents des jeunes enfants : Un soutien à la parentalité. Éditions érès
- Chatterjee, S. (2017) Access to Play for Children in Situations of Crisis: Synthesis of Research in Six Countries. London: International Play Association.
- Cohen, S., (2003). Sa vie, c'est le jeu. Paris: PUF.
- Doeleman, W., (2012). Améliorer la collaboration avec les parents. Bruxelles: DeBoeck.
- Ott, Laurent. (2006). Travailler avec les familles. Éditions érès.
- Sheridan, M., (2016). Jeu et développement chez le jeune enfant. De la naissance à 6 ans. Bruxelles: DeBoeck.
- Sutton-Smith, B. (2007). Play as emotional survival. Association for the Study of Play, Rochester, NY.
- Valck de Mar., (2012). Le jeu - Quelles limites ? Bruxelles: DeBoeck.

- Related academic journals:

*The International Journal of Play, Taylor & Francis*

*Play and Culture, The Association for the Study of Play (TASP)*

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

### COURSE OUTLINE

#### (46)GENERAL

SCHOOL	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYX10	SEMESTER	2
COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY II: BIRTH - MIDDLE CHILDHOOD		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	3	5	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
PREREQUISITE COURSES:	DEVELOPMENTAL PSYCHOLOGY I		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	..		

## (47)LEARNING OUTCOMES

### **Learning outcomes**

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

*Consult Appendix A*

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

### **LEVEL OF LEARNING OUTCOMES: 6**

#### **AIM OF THE COURSE**

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. In addition, to assist students to understand the various factors, proximal or more distant, that influence the course of development.

#### **LEARNING OUTCOMES**

Upon successful completion of the course the student will be able

- at a knowledge level, to recall and describe:
  - the basic psychological functions of each domain of development from birth to middle childhood,
  - the basic principles of human development, the function of heredity and the environment
  - the basic characteristics and functions of physical, cognitive-linguistic, and social-emotional development in infancy and toddlerhood
  - the basic characteristics and functions of physical, cognitive-linguistic and socio-emotional development in early childhood
  - the basic characteristics and functions of physical, cognitive-linguistic and socio-emotional development in middle childhood
- at the skills level, to explain and draw conclusions about:
  - the basic principles of human development, the function of heredity and environment
  - the basic characteristics and functions of physical, cognitive-linguistic, and social-emotional development in infancy and toddlerhood
  - the basic characteristics and functions of physical, cognitive-linguistic and socio-emotional development in early childhood
  - the basic characteristics and functions of physical, cognitive-linguistic and socio-emotional development in middle childhood
  - the diversity of life experiences that shape the psychology of the developing human being from birth to middle childhood
- in terms of competences, to apply the above as follows:
  - to formulate research hypotheses on issues related to heredity and environment
  - to identify developmental similarities and differences in the basic characteristics and functions of physical, cognitive-linguistic, and social-emotional development from infancy and early childhood to middle childhood
  - to analyse more fully the main features and functions of physical, cognitive-linguistic and social-emotional development from infancy and childhood to middle childhood
  - to apply the findings of research on the characteristics and functions of physical, cognitive-linguistic and social-emotional development from infancy and early childhood to middle childhood to the education and care of the young child



<b>General Competences</b> Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking ... .. Others... ... ..
<ul style="list-style-type: none"> <li>- Understanding the basic issues of child development, from birth to middle childhood</li> <li>- Transfer of theoretical knowledge to the field of early childhood education</li> <li>- Understanding the multidimensional nature of human development and the complex network of factors influencing it</li> <li>- Criticism and self-criticism</li> <li>- Search for, analysis and synthesis of data and information, using the necessary technology</li> <li>- Production of new research ideas</li> <li>- Respect for diversity and multiculturalism</li> <li>- Showing social, professional and ethical responsibility and sensitivity to gender issues</li> <li>- Production of free, creative and inductive thinking</li> </ul>	

#### (48)SYLLABUS

1.	Basic principles of human development
2.	Heredity and environment
3.	Research methods (design and techniques) in developmental psychology
4.	Prenatal development and childbirth
5.	Physical, cognitive and language development in infancy and toddlerhood
6.	Socio-cultural development in infancy and toddlerhood
7.	Personality development and emotional development in infancy and toddlerhood
8.	Physical, cognitive and language development in early childhood
9.	Socio-cultural development in early childhood
10.	Personality development and emotional development in early childhood
11.	Physical, cognitive and language development in middle childhood
12.	Socio-cultural development in middle childhood
13.	Personality development and emotional development in middle childhood

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

<b>DELIVERY</b> Face-to-face, Distance learning, etc.	Face-to-face tutorials
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> Use of ICT in teaching, laboratory education,	Use of ICT in teaching (slides, videos, etc.) Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. Use of e-mail for communication with students

communication with students		
<p><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<b>Activity</b>	<b>Semester workload</b>
	Tutorials	40
	Audiovisual Material analysis	40
	Study and analysis of relevant bibliographic sources & term paper	20
	Independent study	50
	Total	150
	Course total	150
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> <li>- Preparation of a written term paper (optional, grade-added)</li> <li>- Written final exams at the end of the semester with open answer and multiple-choice questions</li> </ul> <p>Language of evaluation: Greek</p>	

- *Suggested bibliography:*

- *Related academic journals:*

--

# **KAOE 11: Organization & Management of Preschool Education - Compulsory**

## **COURSE OUTLINE**

### **(51)GENERAL**

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	Spring Semester B
<b>COURSE TITLE</b>	Organization & Management of Preschool Education		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Knowledge and Skill Development		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek and English for Erasmus Students		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	e-class		

### **(52)LEARNING OUTCOMES**

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> Consult Appendix A <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
---

### THE PURPOSE OF THE COURSE

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

### LEARNING OUTCOMES

Upon successful completion of the course the student

**At the level of knowledge will be able to recall and describe:**

- The basic administrative functions
- The implementation of administrative functions in practice

**At skill level he will be able to explain and apply the above such as:**

- To explain the theoretical and practical approach in the field of education administration
- To play an active and creative role in the effective operation of preschool units
- To use and adapt the case studies to specific problems that will be presented to them as educators
- To gain the ability to better and more rationally solve the problems of preschool units
- To understand better the managerial behavior
- To recognize them and deals with bureaucratic procedures
- To develop the managerial thinking

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Decision making
- Leadership
- Teamwork
- Working in an international environment
- New and Innovative Ideas (Innovation Skills)
- Creativity
- Strategy and Planning

**(53)SYLLABUS**

<ol style="list-style-type: none"> <li>1. Approach to education administration.</li> <li>2. Brief description of administrative functions and effective administration</li> <li>3. Planning and planning in education first part</li> <li>4. Planning and planning in education second part</li> <li>5. Management By Objectives (MBO)</li> <li>6. The Organization in the Field of Education.</li> <li>7. Elements of organizational planning</li> <li>8. Organization of Preschool Education</li> <li>9. Decision Making.</li> <li>10. Leadership and educational unit of pre-school education</li> <li>11. Control as an administrative function</li> <li>12. Staffing of Preschool Education Units</li> <li>13. The school and the external environment.</li> </ol>
---

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (slides, videos, etc.) Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. Use of e-mail for communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.          Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Face to face tutorials (Lectures)	40
	Interactive Exercises	30
	Case Studies	20
	Team buiding	30
	Study and Literature Review	30
	Total	<b>150</b>
	Course Total	150

<p><b>STUDENT PERFORMANCE EVALUATION</b>  <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>This module may be assessed either through written exams at the end of the academic semester or through two written assessments during the academic semester. The latter are optional. Students can be exempted from the written exams at the end of the semester only if they have taken the written assessments and passed them both with grade 5 (promotional grade). Otherwise, they are obliged to sit the written exams at the end of the semester. The dates regarding the written assessments during the academic semester will be announced by the lecturer.</p> <p>In all written assessments students either have to develop critical issues with justification from the relevant literature, or indicate whether or not a statement is true or false.</p>
--	--

## (55) ATTACHED BIBLIOGRAPHY

<p><b>Recommended reading (in Greek &amp; other languages): any books or other learning material which they will be required to use as the course unit progresses.</b></p> <p>Saiti, A. &amp; Saitis, Ch. (2020). Organization &amp; Administration of Education Athens: Ad Libitum (in Greek)</p> <p>Saitis, C. &amp; Saiti, A. (2018). <i>Initiation of educators into educational management secrets</i>. Switzerland: Springer Publications</p> <p>Bush, T., Bell, L. &amp; Middlewood, D. (Eds) (2010). The principles of educational leadership and management. Second Edition, London: Sage Publications.</p> <p>Bush, T. (2011) <i>Theories of Educational Leadership &amp; Management</i>. (fourth Edition) London: Sage Publications.</p> <p>Bush, T. (2008). Leadership and management development in education. London: Sage Publications.</p> <p>Middlewood, D. &amp; Abbott, I. (2012). Achieving success with your leadership project. London: Sage Publications.</p> <p>Everard, K.B., Morris, G. &amp; Wilson, I. (2004). Effective school management. (Fourth Edition). London: Sage Publications.</p> <p>Walker, A. and Dimmock, C. (Eds) (2002). School Leadership and Administration. London: Routledge Publications.</p> <p>Serafentinidou, M. (2003) The phenomenon of bureaucracy. Athens: Gutenberg Publications (in Greek)</p> <p><b>Related Academic Journals</b></p> <p>Educational Administration Quartely</p> <p>Educational Management Leadership &amp; Administration</p> <p>International Journal of Management Education</p> <p>Quality Assurance in Education</p>
--

## AIII 12: Rhythmic and Movement Education – Compulsory

### COURSE OUTLINE

#### (56) GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES
---------------	---

ACADEMIC UNIT		DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE	
LEVEL OF STUDIES		UNDERGRADUATE	
COURSE CODE		AIII 12	SEMESTER B
COURSE TITLE		RHYTHMIC AND MOVEMENT EDUCATION	
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
LABORATORY EXERCISES		2	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>		SPECIAL BACKGROUND	
PREREQUISITE COURSES:		MUSIC EDUCATION	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:		GREEK	
IS THE COURSE OFFERED TO ERASMUS STUDENTS		YES	
COURSE WEBSITE (URL)		<a href="https://eclass.uniwa.gr/modules/user/index.php?course=ECEC213">https://eclass.uniwa.gr/modules/user/index.php?course=ECEC213</a>	

### (57) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The aim of the course is for students to acquire knowledge in rhythmic and movement education of infants and toddlers and to expand and combine this knowledge with the knowledge acquired in the first semester, in the course of Music Education. The acquisition and consolidation of this knowledge, on a theoretical and practical level, will enable them to organize and apply this knowledge in the design and creation of developmentally appropriate lessons, based on modern, innovative and scientifically valid methods and practices.</p> <p>After the successful completion of the course the student, at <b>knowledge level</b>, they will be able to recall and describe:</p> <ul style="list-style-type: none"> <li>• A comprehensive framework of theoretical knowledge and applications concerning the rhythmic and movement education of infants and toddlers.</li> <li>• The different methods - systems of rhythmic and movement education.</li> </ul>

- The importance and pedagogical benefits of rhythmic and movement education in the normal development of early childhood children and the role of the teacher in contributing to this, creating the appropriate pedagogical environment.
- The different needs and abilities of infants and toddlers in terms of rhythmic and movement development.

At **skills level**, they will be able to:

- To release movement and physical expression with the help of kinetic improvisation, rhythm and music.
- To create original rhythmic and movement compositions and simple kinetic forms, with the aim of acquiring on a personal level the experience and experience that will allow him to use the pedagogical applications of this field in the psychosomatic development of preschool children.
- Distinguish the basic elements of music (rhythm, musical values, pauses, rhythmic patterns, rhythmic and melodic phrases, structure, and a variety of time signatures).
- Distinguish the basic elements of movement (space, time, force - weight, flow, form - structure).
- To learn to handle with perfect technique a variety of percussion instruments and the basic technique of a melodic instrument such as the recorder.
- To beat on his body (body percussion) and on percussion instruments a variety of rhythmic patterns and rhythms and to perform them vocally and kinetically with accuracy and harmony.
- To learn to combine rhythm and movement with the use of objects such as ribbons, scarves, sails, cubes, hoops, parachutes, etc.

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

- To creatively combine elements from each method - system of rhythmic and movement education in the creation of lessons that are consistent with the abilities and potential of children of different ages.
- To be able to refer to bibliographical sources and articles on the specific subject and combine them in order to broaden their knowledge and skills.
- To solve creatively and sensitively complex problems that arise during the lesson in a pedagogically sound manner.
- To be able to provision for the safety of children and have flexibility in reorganizing and closing the lesson.
- To be able to record and evaluate children's progress in relation to their rhythmic and movement development.

### **General Competences**

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



<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas</i>	<i>Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking ..... Others... .....</i>
<ul style="list-style-type: none"> <li>- Adapting to new situations</li> <li>- Autonomous work</li> <li>- Teamwork</li> <li>- Working in an international environment</li> <li>- Working in an interdisciplinary environment</li> <li>- Development of critical, combined thinking and research skills</li> <li>- Generating new research ideas</li> <li>- Respect for diversity and multiculturalism</li> <li>- Promoting free, creative and inductive thinking</li> <li>- Development of aesthetic and artistic sensitivity</li> </ul>	

## (58)SYLLABUS

### COURSE CONTENT

#### THEORY:

1. Introduction to the concepts - definitions of rhythmic and movement education. Pedagogical objectives and benefits. Historical review of the main representatives and methods - systems in rhythmic and movement education (C. Orff, E. Dalcroze, E. Gordon)
2. The concept of rhythm (rhythmic values, pauses, strong weak beats, rhythmic patterns, simple - complex - mixed measures).
3. Definition of creative movement and kinetic improvisation. The "theme" as a trigger. Criteria for selecting an appropriate theme. Stages in the creation of a creative movement lesson.
4. Basic elements of motion: space - time - force - flow.
5. Introduction to Space: physical shapes, movements in space, planes.
6. Introduction to Time: measures, tempo, rhythmic patterns, rhythms.
7. Introduction to Force: nuances, soft, strong, heavy, gradations and to Flow: staccato, legato, obstructed movement, free movement.
8. The concept of form in art, music, rhythm and movement (AB, ABA, canon, Rondo).
9. The importance of rhythm in the development of the child. Rhythmic and motor abilities of infants and toddlers. Special developmental needs and abilities.
10. The role of the educator. Creating - designing rhythmic and movement education lessons. Long-term and daily planning. Evaluation of lessons. Safety.
11. Teaching traditional dance to very young children. Traditional rhythms and songs. Simple movement forms.
12. The cultivation of rhythm through a variety of actions: voice (rhythmic recitation, proverbs), body (sound movements), percussion, use of objects.
13. Developmentally appropriate and quality music for infants and toddlers. Selection criteria (tempo, volume, tonal range, lyrical content). Types - styles of music.

#### LAB:

1. Cultivation of rhythm through actions derived from the methods of C. Orff, E. Dalcroze and E. Gordon.

2. Organization of a small orchestra with percussion instruments. Learning percussion technique. Creating improvised percussion instruments.
3. Selection of songs and music for preschool children. Cultivation of voice and rhythmic sense. Rhythmic recitation, sound movements with the body (clapping, foot tapping, etc.), use of percussion instruments, movement activities to consolidate rhythm.
4. Getting to know the different rhythms (2/4, 3/4, 5/4, 7/4, 9/4, 12/4). Rhythmic performance through percussion instruments and the body.
5. Practical consolidation of the four elements of dance (space, time, force, flow), with the help of appropriate movement improvisations.
6. The song, the fairy tale, the image and the object as a trigger for creative movement.
7. Sound - stories. Combination of rhythmic and movement education with other arts.
8. Acquaintance with Greek traditional songs for children and creative, dance performance of Greek dances, adapted to the preschool age.
9. Organization of simple choreographies and festivities.
10. Rhythmic and musical forms: understanding through movement and the creation of simple movement patterns.
11. Playing simple pieces of music on a simple melodic instrument (recorder or xylophone) and consolidating rhythmic and melodic patterns.
12. The use of objects in the development of rhythm.
13. Traditional songs from all over the world. Rhythmic and movement performance.

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

<p style="text-align: center;"><b>DELIVERY</b></p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<p>Theory: In the classroom, face-to-face lectures.</p> <p>Laboratory: Experiential actions and applications. Alternatively, distance learning.</p>	
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>The lectures are held with power point slides and the use of archival, visual and audio material.</p> <p>Use of an electronic platform for the distribution of educational material and synchronous and asynchronous communication with students.</p>	
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i></p>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	60
	Laboratory exercises	40
	Artistic expression and creation	30
	Educational visits	10
	Attendance of performances	10
	Total Course	<b>150</b>

<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p><b>Theory:</b> Written examination, with questions entailing composition of diverge topics of knowledge and critical analysis of the themes.</p> <p><b>Laboratory:</b> By oral examination and by examining the pertinent acquisition and application of rhythmic, melodic and movement skills. Furthermore, with individual or group written assessment.</p> <p>Assessment is carried out throughout the semester through experiential actions carried out by the students, and it is based on the quality of their participation (consistency, initiative, development of expressive skills) and not on the artistic excellence of the activity.</p>
--	---

## (60) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

### Ελληνόγλωσση

Feierabend J. M. & Kahan J. (2020). Μπορείς να κινηθείς με αυτό το τρόπο; Το βιβλίο της κινητικής εξερεύνησης. (Σ. Ρέτσιου, Μετάφραση). Αθήνα: Εκδόσεις Fagotto books. (Αυθεντική έκδοση 2003).  
Κυνηγού-Φλάμπουρα, Μαρία (1999). Τραγουδώ και γυμνάζομαι. Αθήνα: Εκδόσεις Ερμής.  
Κυνηγού-Φλάμπουρα, Μαρία (1999). Ιδέες – Φαντασία – Κίνηση. Αθήνα: Εκδόσεις Ερμής.  
Μπουρνέλλη Νίτσα. (2002). Κινητική δημιουργικότητα. Copyright: Μπουρνέλλη Ν.  
Παπανικολάου Χαρίκλεια. (2009). Με μουσική, με κίνηση. Αθήνα: Εκδόσεις Τόπος.  
Ρέτσιου Στέλλα. (2011). Εξερευνώντας τη μουσική και την κίνηση. Αθήνα: Εκδόσεις Ξιφαράς.  
Ρέτσιου Στέλλα. (2018). Η τέχνη του Δημιουργικού χορού. Αθήνα: Εκδόσεις Συμμετρία.  
Ρήγα, Βασιλική (2004). Η σωματική έκφραση στο νηπιαγωγείο και το δημοτικό σχολείο. Αθήνα: Εκδόσεις ΤΥΠΩΘΗΤΩ / ΔΑΡΔΑΝΟΣ.

### Ξενόγλωσση

Haselbach Barbara. (1993). Improvisation, Dance, Movement. Magnamusic Baton  
Gordon, E. E. (2003). Music Learning Theory for newborn and young children. Chicago: GIA Publications  
Gordon, E. E. (2000). Rhythm. Contrasting the implications of audiation and notation. Chicago: GIA Publications  
Joyce Mary. (1973). First steps in teaching creative dance. Mayfield Publishing Co, U.S.  
Valerio, W. H., Reynolds, A. M., Bolton, B. M., Taggart, C. C., Gordon, E. E. (1998). Music Play. Chicago: GIA Publications  
- Related academic journals:  
Human Movement Science (<https://www.journals.elsevier.com/human-movement-science>)  
International Journal of Music Education (<https://journals.sagepub.com/home/ijm>)  
General Music Today (<https://journals.sagepub.com/description/gmt>)  
Journal of Music Teacher Education (<http://journals.sagepub.com/home/JMT>)  
Journal of Research in Music Education (<http://journals.sagepub.com/home/JRM>)  
Music Educators Journal (<http://journals.sagepub.com/home/mej>)  
Update: Applications of Research in Music Education (<http://journals.sagepub.com/home/UPD>)

## 2<sup>nd</sup> Year

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

#### IIAI 13: Infant – Toddler Observation - Compulsory

#### COURSE OUTLINE

##### (61) GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	IIAI13	<b>SEMESTER</b>	3 <sup>rd</sup>
<b>COURSE TITLE</b>	INFANT-TODDLER OBSERVATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b>	Special Background		
<i>general background, special background, specialised general knowledge, skills development</i>			
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	..		

##### (62) LEARNING OUTCOMES

###### Learning outcomes

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

Consult Appendix A

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

- *Guidelines for writing Learning Outcomes*

## **LEVEL OF LEARNING OUTCOMES: 6**

### **COURSE AIM**

The aim of the course is: a) to familiarize students with different types and methods of observation used by educators and researchers to observe infants and young children b) to understand that observation is one of the most basic skills of education and care professionals which contributes significantly to the organization of a pedagogical framework that will respond to the needs of the group and of each child individually c) to be able to modify/create an observation form that meets their aims and objectives.

### **LEARNING OUTCOMES**

Upon successful completion of the course, the student will

At a knowledge level will be able to recall and describe:

- The different types and methods of observation
- The similarities and differences between methods so that they can implement the most appropriate method of observation for each situation
- The characteristics and modes of observation according to the pedagogical aims, objectives and needs of the child, the group or the pedagogical context in which they will be called upon to apply them.

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

- The needs and interests of children and modify the pedagogical programme according to these
- The implementation and application of appropriate pedagogical practices according to their findings from observations
- The findings of their observations with a view to the holistic development of the children

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

- Organise and define a pedagogical programme according to their findings from observations in order to meet the needs of their group and of each child individually.
- Ensure that the most appropriate observation tools are used according to the situation, purpose and objectives.
- To modify existing and create new observation methods according to their aims and objectives
- To work effectively in multidisciplinary teams and also to be able to present findings to them for the benefit of the children.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

## (63)SYLLABUS

### COURSE CONTENT

- 1.Literature review
- 2.The importance of observation in ECEC
- 3.Aims and objectives of the observation. Objectivity/subjectivity of the observer.
- 4.Access to observational data: Do we share our observations?
5. Recording and Analysis of observational data. Evaluation of multiple recordings in order to plan/redefine the pedagogical framework of action (reorganising space, organize individual/group activities).
- 6.Types of observation: Pros and cons of each type
- 7.Methods of observation
- 8.The Target child method
9. Documentation
- 10.Children have a voice: a) Learning Stories b) The Mosaic Approach
- 11.Other observational methods: a) The Social Play Continuum b) Schema Observations
- 12.Methods of observation to evaluate the quality of services provided: The ITERS and ECERS-R rating scales
- 13.Modification of an existing observation form or creation of a new one to meet the pedagogical aims and objectives and the needs of the child, the group or the context in which one works.

## (64)TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in face-to-face teaching (slides and videos) - Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. - Use of e-mail for communication with students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	50
	Interactive teaching	40
	Assignments	30
	Study and analysis of bibliography	30
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written final exams - Short-answer questions - Open-ended questions Or individual written assignment	

## (65)ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Arnold, C. (2003). *Observing Harry: Child Development and Learning 2-5*. McGraw-Hill Education (UK).

Athey, C. (2007). *Extending Thought in Young Children: A Parent-Teacher Partnership*. SAGE

Atherton, F., & Nutbrown, C. (2013). *Understanding schemas and young children: From birth to three*. Sage.

Broadhead, P. (2003). *Early years play and learning: developing social skills and cooperation*. Routledge

Bruce, T. (2011) *Learning through Play*. Abingdon: Hodder Education

Carr, M. (2001). *Assessment in early childhood settings: Learning stories*. Sage.

Edwards, C., Gandini, L., & Forman, G. (Eds.). (2011). *The Hundred Languages of Children: The Reggio Emilia Experience in Transformation: The Reggio Emilia Experience in Transformation*. ABC-CLIO.

Elfer, P. (2004). *10 Observation Matters. Birth to three matters*, 116-129.

Harms, T., Clifford, R. M., & Cryer, D. (2014). *Early childhood environment rating scale*. Teachers College Press.

Harms, T., Cryer, D., Clifford, R. M., & Yazejian, N. (2017). *Infant/toddler environment rating scale*. Teachers College Press.

Hobart, C., & Frankel, J. (2004). *A practical guide to child observation and assessment*. Nelson Thornes.

Nutbrown, C. (2011). *Threads of Thinking: Schemas and Young children's learning*. Sage.

Papatheodorou, T., Luff, P., & Gill, J. (2013). *Child observation for learning and research*. Routledge.

- *Related academic journals:*  
 Early Child Development and Care  
 Early Childhood Education Journal  
*Journal of Early Childhood Research*

## IIAI 14: Toddler's Education and Care - Compulsory

### COURSE OUTLINE

#### (66)GENERAL

<b>SCHOOL</b>	Of Administrative, Economics and Social Sciences		
<b>ACADEMIC UNIT</b>	Early Childhood Care and Education		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	IIAI 14	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	Toddler's education and Care		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		3	3
Practice		4	2
			5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> general background, special background, specialised general knowledge, skills development	Course Special background		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	.. Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	..		

#### (67)LEARNING OUTCOMES



**Learning outcomes**

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

Consult Appendix A

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

**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma

Supplement and appear below), at which of the following does the course aim?

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

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

**(68)SYLLABUS****LEARNING OUTCOMES LEVEL:6**

The course "Toddler's Education and care " is a mixed course of special background and consists of the theoretical part with lectures and the practice part with field exercises in places of education of young children, e.g. in the Nursery.

The theoretical part analyses concepts and issues concerning the young child aged 12 months to 3 years and its reception in an educational context.

The laboratory part takes place with a weekly four-hour attendance in order to give the student the opportunity to come into contact with infants and young children in order to be able to apply his theoretical knowledge.

The aim of the course is for students to acquire, master and understand the basic knowledge concerning: young children (12 months to 3 years old), their needs, the characteristics of the age and the basic principles that should govern the education, the organization of space and pedagogical practice with young children. In particular, pedagogical principles and practices that are necessary for the quality care and education of young children are studied and analysed.

**LEARNING OUTCOMES**

Upon successful completion of the course the student will

At a knowledge level will be able to recall and describe:

- The basic principles that govern and determine the education of young children.
- The basic needs, developmental characteristics and interests of young children that dictate the organization of pedagogical activities with young children and the organization of their reception and education areas.
- The long-term and short-term goals of educating the young child.

- Ways of pedagogical approach to the everyday life of the young child.
- Pedagogical practices that ensure the well-being of the young child within his/her educational context.

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

- The basic principles of education of young children
- The qualitative criteria of education of young children.
- The principles of organising pedagogical practice with young children.
- Pedagogical practices for the holistic development and well-being of the young child

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

- To recognize the basic needs and interests of each child in order to use them to provide individualized education.
- Approach each child respecting the individual rate of development
- Manage observation as a pedagogical tool and analyse the recordings to make use of the data.

Collaborates effectively with members of the pedagogical team for the holistic development of the child.

## (69)TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face Practice in early childhood education settings.	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in face-to-face teaching (slides and videos) - Use of an electronic platform for the distribution of educational material and synchronous and asynchronous communication with students. - Use of e-mail for communication with students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.  Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.    The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Practice in early childhood education settings	50
	Study and analysis of the bibliography	30
	Writing of papers	30
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure    Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other    Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	- Written examination at the end of the semester with Short development questions, case study analysis at 60%. - Mandatory individual work for the practice part of the course as a result of the student's weekly presence in the educational area of the practice part of the course (40%).	

## (70)ATTACHED BIBLIOGRAPHY

*Suggested bibliography:*

Greek-language bibliography

Bonnafé, M. (2017). *Τα βιβλία κάνουν καλό στα μωρά*. (Επιμ. Γρ. Αμπατζόγλου. Μτφ. Γρ. Αμπατζόγλου, Μ. Μπούρη, Χ. Χατζηδημητρίου). Θεσσαλονίκη: Εντόμω ΣΥΜΕΠΕ

Bredenkamp και Copple,(2011). *Αναπτυξιακά κατάλληλες πρακτικές για παιδιά προσχολικής ηλικίας*. Αθήνα: Πεδίο.

Delion,P. (sous direction 2005). *Τα βρέφη σε ιδρύματα τα βρέφη και η θεσμοί*. (Επιμ. Γ. Αμπατζόγλου & Χ. Χατζηδημητρίου. Μτφ. Γ. Αμπατζόγλου & Ι. Βουδίου). Θεσσαλονίκη: University Studio Press.

Maguire-Fong, M.J. ( 2019). *Εκπαίδευση Βρεφών και Νηπίων. Ερευνητές εν Δράσει!* (Επιμ. Σ. Δημητριάδη. Μτφ. Τ. Πλυτά και Μ. Περιστερή). Αθήνα: Παπαζήση.

Murray, L. (2017). *Η Ψυχολογία των βρεφών*. (Επιμ. Ζ. Παπαληγούρα. Μτφ. Ε. Κοψαχείλη.). Αθήνα: Παπαζήση.

Stacey, S. (2020). *Αναδυόμενο πρόγραμμα & παιδαγωγική τεκμηρίωση στην προσχολική εκπαίδευση. Από τη θεωρία στην πράξη*. (Επιμ. Δ. Ευαγγέλου. Μτφ. Κ. Καφετζή). Αθήνα: Gutenberg.

Βίνικοτ, Ντ. (1976). *Το παιδί, η οικογένεια και ο εξωτερικός του κόσμος*. Μτφ. Θ. Παραδέλλης. Αθήνα: Καστανιώτη.

*Foreign language bibliography:*

-Caffari, R. (sous la direction). (2020). *Comment éviter que la collectivité ne nuise aux bébés ?*. Toulouse : Erés.

-Caffari, R. (sous la direction) (2017). *Du soin et du relationnel entre professionnel et enfant*. Toulouse : Erés.

-David, M. (sous la direction de). (2001). *Le bébé, ses parents, leurs soignant*. Le dossier de Spirale. Ramonville Saint-Agne: Erés.

-David, M.- Appell, G. (1973/ 1996). *Loczy ou le maternage insolite*. Paris : CEMEA scarabée.

-Lebovici, S.- Soulé, S. (1970/1995). *La connaissance de l'enfant par la psychanalyse*. Paris : PUF.

-Malenfant, N. (2006). *Le petit enfant au quotidien*. Bruxelles : De Boeck Université.

-Rameau, L. (2017). *L'itinérance Ludique*. Paris : Dunod.

-Rasse, M. et Appel, J-R. (sous la direction). (2017). *L'approche pikléienne en multi-accueil*. Toulouse : Erés.

-Rétif, N. (2017). *La pédagogie active à la crèche. Pour les enfants autonomes, libres et authentiques*. Paris : Dunod.

*- Related academic journals:*

Devenir  
Dialogue  
Enfance  
Lettre de l'enfance et de l'adolescence- GRAPE

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

**COURSE OUTLINE**

**(71)GENERAL**

SCHOOL	ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY CHILDHOOD EDUCATION AND CARE		
LEVEL OF STUDIES	UNDERGRADUATED		
COURSE CODE	ΠAI15	SEMESTER	C
COURSE TITLE	METHODOLOGY OF PEDAGOGICAL PRAXIS AND LEARNING		

<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

## (72)LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<b>LEVEL OF LEARNING OUTCOMES: 6</b> <b>PURPOSE OF THE COURSE</b> <p>The purpose of this course is understanding the nature of learning in early childhood and acquiring the appropriate pedagogical methods to support it. Particular emphasis is placed on the communicative method; as oral language is the main mediating tool that the educator can use to respond to children's motivation to learn.</p> <b>LEARNING OUTCOMES</b> <p>Upon successful completion of the course, the student will be able to</p> <p>A) at the knowledge level, the student will be able to:</p> <ul style="list-style-type: none"> <li>- know the nature of learning in early childhood and the ways in which children of this age learn</li> <li>- know the importance of his/her own contribution to the learning process and communicate effectively</li> <li>- understand children's curiosity as the basic motivation on which learning is built and to feed it</li> <li>- understand the organizational parameters of the pedagogical process and manage them flexibly</li> <li>- describe the objectives of the pedagogical praxis</li> </ul> <p>B) at skill level, they will be able to:</p> <ul style="list-style-type: none"> <li>- formulate an appropriate and effective learning environment, rich in stimuli that respond to and further activate children's curiosity</li> <li>- develop modern holistic, child-centered and experiential learning approaches</li> <li>- discerning and supporting authentic learning situations</li> </ul>

- develop a positive pedagogical relationship with children and create a positive pedagogical climate
  - promote learning in authentic and symbolic ways, representations and media
- C) at the level of competences, they will be able to:
- Justify the theoretical background of his/her choices in the pedagogical process
  - handle literature in a research-based manner in relation to issues of pedagogical practice
  - organize his/her knowledge and synthesize it critically
  - review and redefine his/her choices
  - transfer the knowledge and experience acquired to new learning situations

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

### **(73)SYLLABUS**

#### (74)COURSE CONTENT

1. The concept and nature of learning in early childhood - Child-centeredness
2. The theory of pragmatism (Peirce, James and Dewey) as a basic methodological approach to learning
3. The concept of pedagogical praxis and the value of theory
4. The communicative mediation of learning
5. Verbal and non-verbal communication in pedagogical practice
6. Differentiated pedagogical practice and communication
7. Shaping the learning context - architecture of the space
8. Open learning environments and educational visits
9. Pedagogical climate - Concept, definition, characteristics and factors
10. Ways of organizing pedagogical practice in early childhood. Individual, group and collective processes.
11. Authentic exploratory learning experiences - The curiosity Approach.
12. Alternative forms of pedagogical practice using digital and technological means.
13. Promoting innovation in pedagogical work and learning.

## (75)TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face and remote	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power Points, videos, other supervisory material	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.  Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.    The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Interactive teaching	20
	Study and analysis of literature	30
	Study preparation	30
	Writing a paper	30
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure    Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other    Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	- Preparation and presentation of a study (50% of the total grade) - Written examination (50% of the total grade)	

## (76)ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

### **Greek language**

Βαλιαντή, Σ. και Νεοφύτου, Α., (2017). Διαφοροποιημένη διδασκαλία. Λειτουργική και αποτελεσματική εφαρμογή. Εκδ. ΠΕΔΙΟ.

Γερμανός, Δ., (2002). Οι τοίχοι της γνώσης. Εκδ. Γ. Δαρδανός – Κ. Δαρδανός Ο.Ε.

Friedrich, H., (2000). Επικοινωνία στο Νηπιαγωγείο, Τα παιδιά ως ακροατές και ομιλητές. Τυπωθήτω: Αθήνα.

Hobbes, Th., (2016). Η τέχνη της ρητορικής. Εκδ. ΗΠΙΔΑΝΟΣ.

Katz, L.G., Chard, S.C., Κόνσολας, Μ., (2011). Η μέθοδος Project: Η ανάπτυξη της κριτικής σκέψης και της δημιουργικότητας των παιδιών της προσχολικής ηλικίας. Εκδ. Κ. Μπάμπλης Μονοπρόσωπη ΕΠΕ.

Κακανά, Δ.Μ.(2015). Η ομαδοσυνεργατική διδασκαλία και μάθηση, Εκδότης: ΑΦΟΙ ΚΥΡΙΑΚΙΔΗ ΕΚΔΟΣΕΙΣ Α.Ε.



Κάκουρος, Ε. και Μουσένα Ε. (Επιμ.) (2019). *Εισαγωγή στις Κλασικές και Σύγχρονες Θεωρητικές Προσεγγίσεις στην Προσχολική Αγωγή*, Gutenberg. Αθήνα. Των Conkbayir, M., & Parcal, C. *Early Childhood Theories and Contemporary Issues – An Introduction*. Bloomsbury.

Κατή, Δ. (1992). *Γλώσσα και επικοινωνία στο παιδί*, εκδ. Οδυσσέας.

Κορωναίου, Α., (2002). *Εκπαιδεύοντας εκτός σχολείου*. Εκδ. Μεταίχμιο Εκδοτική Α.Ε.

Κονδύλη, Μ. (2000). *Εκπαιδευτικές δραστηριότητες για την επικοινωνιακή χρήση της γλώσσας*. Αθήνα: Ελληνικά Γράμματα.

Κουζέλης, Γ. (1991). *Από τον βιωματικό στον επιστημονικό κόσμο, Ζητήματα κοινωνικής αναπαραγωγής της γνώσης*, Αθήνα, Κριτική

Κούρτη, Ε., (1995). *Διαπροσωπική Επικοινωνία: Θεωρητικές Προσεγγίσεις*. Αθήνα: Μάγια.

Maclure, M. (2001). *Η ομιλία μέσα στην τάξη: τέσσερα σκεπτικά για την άνοδο της προφορικότητας στο Ηνωμένο Βασίλειο, στο: Γλώσσα, Γραμματισμός και Μάθηση στην Εκπαιδευτική Πρακτική*. ΕΑΠ: Πάτρα.

Μουσένα Ε. (2021). *Επικοινωνία και Προφορικότητα στην Εκπαίδευση: Προγράμματα και Παιδαγωγικές Πρακτικές*. Gutenberg. Αθήνα.

Μπιρμπίλη, Μ., (2015). *Προς μια Παιδαγωγική του Διαλόγου*. Εκδ. Σοφία.

Ong, W. J. (1997). *Προφορικότητα και εγγραμματοσύνη: Η εκτεχνολόγηση του λόγου* (Κ. Χατζηκυριάκου, Μτφρ). Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.

Park, R. (1990). *Σκέψεις για την επικοινωνία και την κουλτούρα, στο: Το μήνυμα του μέσου. Αλεξάνδρεια: Αθήνα*.

Smith, V. (1995). *Ακρόαση. Στο: Hargie, O. Δεξιότητες επικοινωνίας*. Sextant: Αθήνα.

Swann, J. & Graddol, D. (2001). *Οι ανισότητες των φύλων στην ομιλία μέσα στην τάξη. Στο: Γλώσσα και Γραμματισμός στο Κοινωνικό Πλαίσιο*. ΕΑΠ: Πάτρα.

Kron F. W., Σοφός Α. (2007). *Διδακτική των μέσων*, Εκδότης: Γ. ΔΑΡΔΑΝΟΣ - Κ. ΔΑΡΔΑΝΟΣ Ο.Ε.

-Goehlich, M. (2003). *Παιδοκεντρική διάσταση στη μάθηση*, Εκδότης: Γ.ΔΑΡΔΑΝΟΣ – Κ. ΔΑΡΔΑΝΟΣ Ο.Ε.

#### **Foreign language**

Epstein, Ann S. (2007). *The intentional teacher: choosing the best strategies for young children's learning*. Washington, DC: NAEYC.

Good start grow smart: South Carolina early learning standards for 3-, 4-, & 5-year-old children. (2007). SC: SDE & DSS.

Harms, Thelma, Clifford, Richard M., & Cryer, Debby. (2005). *Early childhood environment rating scale, revised edition*. New York: Teachers College Press.

Hoorn, V. et al. (1999). *Play at the center of the curriculum*. Prentice Hall.

Flanders, N.A. (1970). *Analyzing Classroom Behaviour*. New York: Addison Wesley.

Mousena, E. (2021). *Pluribus vs Unum as Values in Citizenship Education*. In Ruby M., Angelo-Rocha, M., Hickey, M., and Agosto, V. Charlotte (Eds) *Making A Spectacle: Examining Curriculum/Pedagogy as Recovery from Political Trauma* (pp. 49-64). NC: IAP– Information Age Publishing.

Mousena E. & Raptis N., (2020). *Beyond Teaching: School Climate and Communication in the Educational Context*, in: Waller, L. (Ed.) *Education at the Intersection of Globalization and Technology*. pp. 153-169. Intech Open. DOI: <http://dx.doi.org/10.5772/intechopen.93575>

Mousena, E., & Sidiropoulou, T., (2018). *Oral Communication Skills and Pedagogy*, in: Cavero B. O. & Calvet L. N., *New Pedagogical Challenges in the 21st Century*. pp. 231-247. InTechOpen. Print ISBN: 978-1-78923-380-3. Online ISBN 978-1-78923-381-0 <http://dx.doi.org/10.5772/intechopen.70831>

Newman, D. Griffin, P. & Cole, M. (1989). *The Construction Zone*. Cambridge: Cambridge University Press.

Owocki, Gretchen. (1999). *Literacy through play*. Portsmouth, NH: Heinemann.

Piaget, J. & Inhelder. (1959). *La genese des structures logiques elementaires: Classification et seriations*. Delachaux et Niestle.

Vygotsky, L. (1986). *Thought and Language*. Cambridge: MA: MIT Press.

Vygotsky, L. (1978). *Mind in Society: The Development of Higher*.

Wells, G. (1992). *The centrality of talk in education*. Στο: K. Norman (ed.) *Thinking Voices: The work of the National Oracy Project*. London: Hodder and Strounghton

Young, F.D.M. (1998). *The Curriculum of the Future*, London, Falmer Press

- Related academic journals:

*Education & Culture*

*The Journal of School & Society*

*Children & Society*

*International Journal of Education Policy & Leadership*  
*European Early Childhood Research Journal*  
*Early Education Journal*  
*Early child development and care*  
*Early Childhood Research Quarterly*  
*Contemporary Issues in Early Childhood*  
*Compare: A Journal of Comparative and International Education*

## ΨYX 16: Group Dynamics - Compulsory

### COURSE OUTLINE

#### (77)GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΨYX16	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	GROUP DYNAMICS		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC350/">https://eclass.uniwa.gr/courses/ECEC350/</a>		

#### (78)LEARNING OUTCOMES

**Learning outcomes**

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

*Consult Appendix A*

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

LEVEL OF LEARNING OUTCOMES: 6

AIM OF THE COURSE

The dynamics of the group refers to the relationships and interactions between the members of a group, and the various phenomena that develop within it. In the context of the course, reference will be made 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 the dynamics of the group-class will also be discussed.

**LEARNING OUTCOMES**

Upon successful completion of the course the student will be able

- at a knowledge level, to recall and describe:
  - Basic concepts of group psychology.
  - Conceptual tools for understanding the texture and dynamics of interpersonal relationships within group contexts.
  - Group processes in the school context and specifically in the kindergarten classroom.
  - The dynamics of the group-class and the group phenomena.
  - The role of the educator in the classroom of the kindergarten.
- at the skills level, to explain and draw conclusions about:
  - Basic concepts of group psychology
  - Conceptual tools for understanding the essence and dynamics of interpersonal relationships within group contexts
  - Group processes in the school context and specifically in the kindergarten classroom
  - The dynamics of the group-class and the group phenomena
  - The role of the educator in the classroom of the kindergarten
- in terms of competences, to apply the above as follows:
  - Recognizes the essence and dynamics of interpersonal relationships within the group-class
  - Approaches in an appropriate way preschool children and their parents
  - Manages group processes and group phenomena
  - Collaborates effectively within a multidisciplinary team to support the child and his/her family

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

## (79)SYLLABUS

<ol style="list-style-type: none"> <li>1. Introductory course: Psychology of groups- Historical retrospection.</li> <li>2. The emotional life of groups. Psychodynamic approach.</li> <li>3. Interpersonal communication and interaction.</li> <li>4. The concept of inter-subjectivity.</li> <li>5. Verbal and non-verbal communication, body language.</li> <li>6. Roles within the group.</li> <li>7. Unconscious communication in groups.</li> <li>8. Group practices and group context.</li> <li>9. Mediation techniques within the group.</li> <li>10. The classroom as a group.</li> <li>11. The teacher within the group-class.</li> <li>12. The relationship between school and family and the relationship between parent and teacher.</li> <li>13. Parent counselling groups and teacher support and training groups.</li> </ol>
---

## (80)TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education,</i>	<ul style="list-style-type: none"> <li>- Use of ICT in teaching (slides, videos, etc.)</li> <li>- Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students.</li> <li>- Use of e-mail for communication with students</li> </ul>

<i>communication with students</i>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b> Tutorials Exercises - Material analysis Study and analysis of relevant bibliographic sources Independent study  Total     Course total
	Semester workload
	40
	40
	20
	50
	150
	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ul style="list-style-type: none"> <li>- Preparation of a written group project (optional, grade-added).</li> <li>- Written final exams at the end of the semester with open answer and multiple-choice questions</li> </ul> Language of evaluation: Greek

## (81) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Ναυρίδης, Κ. (2005). *Ψυχολογία των Ομάδων, Κλινική Ψυχοδυναμική Προσέγγιση*. Αθήνα: Εκδόσεις Παπαζήση.

Bion, W. R. (1962). *Learning from Experience*. New York: Basic Books.

Bion, W.R. (1961). *Experiences in groups*. London: Tavistock Publications.

Foulkes, S. H. (1948). *Introduction to Group Analytic Psychotherapy*. London: Heinemann.

Kaës, R. (2007). *Un singulier pluriel*. Paris: Dunod. Ελληνική μετάφραση (2009). Ένας πληθυντικός ενικός. Εκδόσεις Καστανιώτη.

Kaës, R. (2007a). *Linking, Alliances and Shared Space. Groups and the Psychoanalyst*. London: Routledge.

Navridi, E., Navridis, K. & Midgley N. (2012). *Separation and Relating in a Parent-Toddler Group Setting. Early Child Development and Care. Volume 182, Issue 2, pages 221-232.*

Roger C. (1991). *Ομάδες Συνάντησης: Αυτογνωσία - Ψυχολογία των Ομάδων – Επικοινωνία*. Εκδόσεις Δίοδος

- Related academic journals:

## ΚΑΟΕ 17: Sociology in Education i: Social Inequalities in Education I - Compulsory

### COURSE OUTLINE

## (82) GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	KAOE17	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	EDUCATIONAL SOCIOLOGY I: SOCIAL AND EDUCATIONAL INEQUALITIES		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialized general knowledge, skills development</i>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK AND ENGLISH		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	..		

### (83) LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> Consult Appendix A <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<b>LEVEL OF LEARNING OUTCOMES:</b> 6 <b>AIM OF THE COURSE</b> Upon successful completion of the course, students will be able to conceptualize the educational system through various sociological theories, argue for specific theoretical orientations, formulate a sociological thesis, synthesize and extract the necessary elements to analyze facts from an article or a piece of theoretical work.  <b>LEARNING OUTCOMES</b> On successful completion of the course the student will be able:  At a knowledge level to recall and describe: - Social theories studies that focus on sociological explanation

- The causes of social and educational inequalities

At a skill level to explain and draw conclusions about:

- Social theories studies that focus on sociological explanation
- The causes of social and educational inequalities

At the competent level, they will be able to apply the above as follows:

- Analyse the educational system through different sociological theories
- Understand sociological problems better
- Develop an epistemology based on specific theoretical concerns of sociology

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

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

### **(84)SYLLABUS**

1. Introduction to Sociology and Educational Sociology.
2. Macro-sociological analysis of social and educational inequalities and their causes
3. Presentation of important research relevant to the topic and the importance of the knowledge produced in this field. The focus is on the nature of educational inequalities and the study of the school institution as a tool for reproducing social inequalities of origin.
4. Education and social structures: Society, Socialization and Education. The concept of socialization and its use in the Sociology of Education. Cultures, socialisation and identities.
5. The concept of social inequality. Inequalities and socio-cultural differences. Inequalities and ethno-cultural differences. The school turmoil.
6. Democratisation of studies and inequalities of educational opportunities. The dimensions of the concept of equal educational opportunities.
7. Social stratification and social mobility. Social stratification and identities. Education, economic development and the labour market.
8. Problems of school and education: The sociological approach to school performance (failure/success). School performance and social background.
9. Mechanisms of school choice. Assessment as a mechanism of social selection. School performance and the myth of intelligence.
10. School achievement and its relationship with language (B. Bernstein's theory). Curricula, culture and social classes. Education and gender.
11. Sociological approaches to education: Durkheim and the Fordist tradition. Durkheim and Durkheim's theory of Durkheim and the Fordist approach (T. Parsons). T. Parsons (T. Parsons, T. Parsons (T. Parsons)).
12. The Marxist perspective (an introduction). The Marxist analysis of education.
13. The theory of educational capital by P. Bourdieu and J-C. Passeron. The theory of methodological individualism (R. Boudon).



## (85)TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (slides, videos, etc.) Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. Use of e-mail for communication with students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Tutorials	30
	Assignment Writing	60
	Literature Analysis	60
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written final exams at the end of the semester	

## (86)ATTACHED BIBLIOGRAPHY

- Suggested Greek bibliography:

Αντωνοπούλου Μ. (2008). Οι Κλασσικοί της Κοινωνιολογίας, Αθήνα, Σαββάλας.

Ballantine J., Hammack Fl. (2015). Κοινωνιολογία της Εκπαίδευσης, Επίκεντρο

Blackledge D., Hunt B. (1994). Κοινωνιολογία της Εκπαίδευσης, Αθήνα, Μεταίχμιο.

Bernstein B. (1989). Παιδαγωγικοί κώδικες και κοινωνικός έλεγχος, Αλεξάνδρεια.

Bourdieu P. & Passeron J.-C. (1996). Οι Κληρονόμοι, Αθήνα, Καρδαμίτσα.

Charlot B. (1999). Η σχέση με τη γνώση, Αθήνα, Μεταίχμιο.

Γώγου Λ. (2010). Η κατανόηση των κοινωνικών φαινομένων και οι προοπτικές της κοινωνικής έρευνας, Αθήνα, Γρηγόρη.

Γώγου Λ. (2019). Κοινωνικές Αλληλεπιδράσεις Σχολείου Οικογένειας. Τι λένε οι δάσκαλοι για τους γονείς? Μία Κοινωνιολογική Προσέγγιση, Αθήνα, Γρηγόρη, 247 σελ..

Δασκαλάκης Δ. (2017). Κοινωνιολογία της Εκπαίδευσης, Αθήνα, Παπαζήση

Ευστράτογλου Α. (1998). *Οικονομικές και κοινωνικές διαστάσεις του αναλφαβητισμού στην Ελλάδα*, Αθήνα, Τυπωθήτω, Γ. Δαρδανός.

Θάνος Θ. (2015). Κοινωνιολογία της Εκπαίδευσης στην Ελλάδα, Αθήνα, Gutenberg

Καντζάρα Β. (2008). *Εκπαίδευση και Κοινωνία*, Αθήνα, Πολύτροπον.

Κασιμάτη Κ. (2001). *Δομές και Ροές*, Αθήνα, Gutenberg.

Κατριβέσης Ν. (2004). *Κοινωνιολογική Θεωρία*, Αθήνα, Gutenberg.

Κάτσικας Χ., Καββαδίας, Γ.Κ. (1994). *Η ανισότητα στην ελληνική εκπαίδευση*, Αθήνα, Gutenberg.

Κελπανίδης Μ. (2002). *Κοινωνιολογία της Εκπαίδευσης. Θεωρίες και πραγματικότητα*, Αθήνα, Ελληνικά Γράμματα.

Κοντογιαννοπούλου – Πολυδωρίδη Γ., Σολομών Ι., Σταμέλος Γ. (2000). *Ανιχνεύοντας την επίδοση στην ελληνική εκπαίδευση*, Αθήνα, Μεταίχμιο.

Κοντογιαννοπούλου – Πολυδωρίδη Γ. (1996). *Κοινωνιολογική Ανάλυση της αξιολόγησης και της επίδοσης*, (2 τόμοι), Αθήνα, Gutenberg.

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

Κωνσταντίνου Χ., Πλειός Γ. (επιμ.) (1999). *Σχολική αποτυχία και κοινωνικός αποκλεισμός*, Αθήνα, Ελληνικά Γράμματα.

Lallement M. (2001). *Ιστορία των Κοινωνιολογικών Ιδεών*, Αθήνα, Μεταίχμιο.

Λαμπίρη-Δημάκη, Ι., Κυριαζή, Ν. (επιμ.), (1995). *Η ελληνική κοινωνία στο τέλος του 20<sup>ου</sup> αιώνα*, Αθήνα, Παπαζήσης.

Μαράτου-Αλιπράντη Λ., Τεπέρογλου Α., Τσιγκάνου Ι. (2006). *Το Ελληνικό Σχολείο με την Αυγή του 21<sup>ου</sup> αιώνα*, ΕΚΚΕ, Αθήνα, Gutenberg.

Μυλωνάς Θ. (1999). *Η αναπαραγωγή των κοινωνικών τάξεων από τους σχολικούς μηχανισμούς*, Αθήνα, Gutenberg.

Μυλωνάς Θ. (2001). *Κοινωνιολογία της ελληνικής εκπαίδευσης*, Αθήνα, Gutenberg.

Νικολάου Σ. –Μ. (2009). *Κοινωνικοποίηση στο σχολείο*, Αθήνα, Gutenberg.

Νόβα-Καλτσούνη Χ. (2010). Κοινωνιολογία της Εκπαίδευσης, Gutenberg.

Ντυρκάϊμ Ε. (1978). *Οι Κανόνες της κοινωνιολογικής μεθόδου*, Gutenberg.

Παναγιωτόπουλος Ν. (2018). *Στοιχεία για την αναστοχαστική ανθρωπολογία του ΠΙΕΡ ΜΠΟΥΡΝΤΙΕ*, Αθήνα, Αλεξάνδρεια

Πυργιωτάκης Ι. (2009). *Κοινωνικοποίηση και εκπαιδευτικές ανισότητες*, Αθήνα, Γρηγόρη.

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

Σταμέλος Γ. (2002). *Προσπάθεια ιχνηλασίας του ελληνικού εκπαιδευτικού συστήματος*, Ψηφίδα.

Τάτσης Ν. (1997). *Κοινωνιολογία. Ιστορική Εισαγωγή και θεωρητικές θεμελιώσεις*, Αθήνα, Οδυσσέας.

Τσουκαλάς Κ. (1987). *Εξάρτηση και αναπαραγωγή. Ο κοινωνικός ρόλος των εκπαιδευτικών μηχανισμών στην Ελλάδα (1832-1922)*, Αθήνα, Θεμέλιο.

Τσαούσης Δ. (2009). *Η κοινωνία της γνώσης*, Αθήνα, Gutenberg.

Whitty G. (2007). *Κοινωνιολογία και σχολική γνώση, Θεσσαλονίκη, Επίκεντρο*.

- Related academic journals:

*Κοινωνικές Επιστήμες*  
*Το Βήμα των Κοινωνικών Επιστημών*  
*Κοινωνιολογική Επιθεώρηση*  
*Ελληνική Επιθεώρηση Πολιτικής Επιστήμης*  
*Επιθεώρηση Εκπαιδευτικών Θεμάτων Επιστημονικό Βήμα του Δασκάλου*  
*Νέα Παιδεία*  
*Σύγχρονη Εκπαίδευση*  
*Τα Εκπαιδευτικά*  
*Παιδαγωγική Επιθεώρηση*  
*Τετράδια Πολιτικής Επιστήμης*  
*Επιστήμη και Κοινωνία*  
*Επιθεώρηση Συμβουλευτικής και Προσανατολισμού*  
*Journal of International Social Studies*  
*Journal of Politics and Society*  
*American Journal of Sociology*  
*American Sociology Review*  
*British Journal of Sociology*  
*Electronic journal of Sociology*

**AIII 18: Drama in Education - Compulsory****COURSE OUTLINE****(87) GENERAL**

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	Department of Early Childhood Care and Education		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	AIII18	<b>SEMESTER</b>	3th
<b>COURSE TITLE</b>	DRAMA IN EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Workshop Exercises		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NOT REQUIRED		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC333/">https://eclass.uniwa.gr/courses/ECEC333/</a>		

**(88) LEARNING OUTCOMES****Learning outcomes**

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

*Consult Appendix A*

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

## LEVEL OF LEARNING OUTCOMES: 6

### PURPOSE OF THE COURSE

Through Theatrical Education the students come in contact with the basic concepts and tools of Theatrical Pedagogy. The theatrical act aims at acquiring knowledge and skills that promote the pedagogical process. The aim of the course is to sensitize students to dramatic-theatrical expression.

#### LEARNING RESULTS

Upon successful completion of the course the student

At the level of **knowledge** s/he will be able to understand and recall:

- The origin of the theater.
- The history and evolution of the theater.
- The components of theater as a performing art.
- The techniques of theater.
- The social dimension of the theater.
- The role of theater in the pedagogical process.
- The object, the goals and the methodology of Theatrical education.
- The relationship between Theatrical education and Theatrical art, as well as the other Arts, Pedagogical science, Preschool education.

At the **skill** level the student will be able to:

- Use the techniques of theater and develop speech, emotion, movement.
- Create and develop roles that reflect real or imaginary situations and comment on social, ethical or other issues.
- Utilize the techniques of theater in the pedagogical process.
- Revive the stages of human civilization in a playful way.
- Plan and carry out actions.
- Create a safe learning environment through physical and mental activities.
- Utilize appropriately the environment for the creation of Theatrical games.

At the **skill** level the student will be able to:

- Develop her/his imagination, powers observation, memory and critical thinking, to communicate ideas, emotions and personal experiences.
- Understand and accept diversity.
- Develop collaboration and teamwork.
- Develop self-esteem, self-confidence, self-esteem, communication.
- Combine and compose knowledge, views, attitudes and generate new ideas and alternative lifestyles.
- Treat theatrical play as an activity of joy, knowledge, communication and development, in order to transmit it to children.

<b>General Competences</b> Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking ..... Others... .....
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Autonomous work</li> <li>• Team work</li> <li>• Working in an international environment</li> <li>• Working in an interdisciplinary environment</li> <li>• Production of new research ideas</li> <li>• Respect for difference and multiculturalism</li> <li>• Production of free, creative and inductive thinking</li> </ul>	

## (89)SYLLABUS

### (3) COURSE CONTENT

1. Origin of the Theater. The concept and components of Theater as a performing art.
2. The social dimension and the semiology of the Theater. Interactive communication and the role of the viewer.
3. Theatrical space and theatrical stage. Direction and acting.
4. Theater and Literature.
5. Theatrical Education: Object, objectives and methodology.
6. The relation of Theatrical education with Theatrical art and the other Arts, Pedagogical science, Preschool education.
7. Theatrical art and play: Empirical approach to the art of theater through play.
8. Differences between Theater and Theatrical play.
9. Theoretical approach to the Theatrical play.
10. Basic principles, techniques and tools of the Theatrical play: theatrical play, improvisation, exploratory dramatization, educational drama, happening, sketches, etc.
11. The contribution of the Theater in early childhood.
12. Methodology and techniques of organizing a theater workshop. Animation planning and action planning.
13. The role of the educator-animator: animator and team, play and expression, behavior, communication, action, self-discovery, coexistence, process, empathy.

Workshop exercises within the course:

Introduction to the role: role selection process. Investigation of emotion and behavior of the stage person. Creating a story.

## (90)TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face. Theatrical performances and educational programs for preschool children.	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	The lectures are done with slide show (PowerPoint), use of archival, visual and audio material.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	70
	Workshop Exercises	40
	Artistic expression and creation	20
	Educational visits	10
	Watching performances	10
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The evaluation takes place throughout the semester through theatrical exercises and activities carried out by the students. The evaluation is based on the quality of the participation (consistency, initiative, development of expressive skills) and not on the artistic achievement of the action.  Written exam or homework Language of assessment: Greek	

## (91)ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p><i>Greek</i></p> <p>Άλκηστις (2008). <i>Μαύρη Αγέλαδα – Άσπρη Αγέλαδα. Δραματική Τέχνη στην εκπαίδευση και Διαπολιτισμικότητα</i>. Αθήνα: Τόπος.</p> <p>Άλκηστις (2000). <i>Η δραματική τέχνη στην εκπαίδευση</i>. Αθήνα: Ελληνικά Γράμματα.</p> <p>Αυδή, Α. &amp; Χατζηγεωργίου, Μ. (2007). <i>Η τέχνη του δράματος στην εκπαίδευση</i>. Αθήνα: Μεταίχμιο.</p> <p>Beauchamp, H. (1998). <i>Τα παιδιά και το δραματικό παιχνίδι. Εξοικείωση με το θέατρο</i> (μτφρ. Ε. Γιανίτσκα). Αθήνα: Τυπωθήτω.</p> <p>Bergeret, L. (1988). <i>Ψυχοκινητικά παιχνίδια για παιδιά από 2 ως 6 χρόνων</i>. Αθήνα: Δίπτυχο.</p> <p>Γιάνναρης, Γ. (1994). <i>Θεατρική αγωγή και παιχνίδι</i>. Αθήνα: Γρηγόρης.</p>
---

Γραμματάς, Θ. (2006). *Για το Δράμα και το Θέατρο*. Αθήνα: Εξάντας.  
 Έλαμ, Κ. (2001). *Η σημειωτική θεάτρου και δράματος* (μτφρ. Κ. Διαμαντάκου). Αθήνα: Ελληνικά Γράμματα.  
 Έριλ, Α. - Μεγκριέ, Ντ. (2001). *Το θεατρικό παιχνίδι στο νηπιαγωγείο*. Αθήνα: Ντουντούμης.  
 Faur, G. & Lascar, S. (1988). *Το Θεατρικό Παιχνίδι* (μτφρ. Α. Στρομπούλη). Αθήνα: Gutenberg.  
 Μουδατσάκης, Τ. (2005). *Το θέατρο ως πρακτική τέχνη στην εκπαίδευση. Από τον Stanislavsky, τον Brecht και τον Grotowski στο σκηνικό δοκίμιο*. Αθήνα: Εξάντας.  
 Παπαδόπουλος Σ. (2010). *Παιδαγωγική Θεάτρου*. Αθήνα: Κοντόλι.  
 Πατσαλίδης, Σ. (2000). *Θέατρο και Θεωρία*. Θεσσαλονίκη: University Studio Press.  
 Χρυσάφη, Μ. (1991). *Το δραματικό παιχνίδι στην προσχολική ηλικία*. Αθήνα: Συμυρνωτάκης.

#### Foreign

Bailin, Sh. (1998). «Critical Thinking and Drama Education», *Research in Drama Education*, 3 (2), 145-154.  
 Bolton, G. M. & Heathcote, D. (1999). *So you want to use Role Play*. Stoke on Trent: Trentham Books.  
 Day, A. (2011). *Drama sessions for primary schools and drama clubs*. New York: Routledge.  
 Jensen, A. P. (2011). «Theatre Education and New Media/Digital Technologies». In *Key Concepts in Theatre/Drama Education* (pp. 227-232). Rotterdam: Sense Publishers.  
 Neelands, J. (1998). *Beginning Drama*. London: David Fulton.  
 Phillips, S. (2003). *Drama with children*. Oxford: Oxford University Press.  
 Schonmann, S. (2011). *Key Concepts in Theatre/Drama Education*. Rotterdam: Sense Publishers.  
 Wagner, B. J. (1998). *Educational drama and language arts: what research shows?* Portsmouth, N.H.: Heinemann.

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

### ΠΑΙ 19: Curriculum and Citizenship - Compulsory

#### COURSE OUTLINE

#### (92) GENERAL

SCHOOL	ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY CHILDHOOD EDUCATION AND CARE		
LEVEL OF STUDIES	UNDERGRADUATED		
COURSE CODE	ΠΑΙ19	SEMESTER	D
COURSE TITLE	CURRICULUM AND CITIZENSHIP		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE	GENERAL BACKGROUND		
<i>general background, special background, specialised general knowledge, skills development</i>			



<b>PREREQUISITE COURSES:</b>	METHODOLOGY OF PEDAGOGICAL PRAXIS AND LEARNING
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO
<b>COURSE WEBSITE (URL)</b>	

### (93) LEARNING OUTCOMES

#### Learning outcomes

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

*Consult Appendix A*

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

LEVEL OF LEARNING OUTCOMES: 6

#### PURPOSE OF THE COURSE

The purpose of this course is to enable students to understand the concept of early childhood education curriculum and its value as a means of forming autonomous, responsible and active citizens. Also, to acquire the appropriate skills and competences to develop appropriate programmes of short or long duration, as thematic units or investigative experiences with social science contents.

#### LEARNING OUTCOMES

Upon successful completion of the course the student will,

A) at the knowledge level, the student will be able to:

- know the concept, purpose and forms of pedagogical programs
- know the process of reframing scientific knowledge and support it in practice
- understand children's learning interests
- to understand the value of developing citizenship skills
- describe the objectives of social science education programmes

B) at the level of skills they will be able to:

- select and prioritize appropriate objectives, contents and activities, and develop them through processes of research and reflection.
- develop pedagogical programs of short and long duration
- distinguish educational contents in terms of their priorities
- organize democratic processes and experiences
- promote the cultivation of social and political values and knowledge

C) at the level of competences, they will be able to:

- justify the theoretical background of his/her choices
- conduct research on the literature in relation to children's knowledge
- analyze and synthesize responsibly the data of his/her choices
- support his/her choices with arguments
- compare and evaluate data, and make decisions

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

## (94)SYLLABUS

(3) COURSE CONTENT	
1.	The concept of the curriculum - Guiding support - Representations and spiral development
2.	Modern and post-modern approaches - Knowledge as a social construction
3.	Science and knowledge - Preschool, school and scientific knowledge.
4.	From the experiential to the scientific world - The re-framing of scientific knowledge
5.	Types of Curricula - Planned, Emergent and Productive Curriculum
6.	Purpose, objectives and contents of pedagogical programs - Fields of cultivation/ Early literacies
7.	Democracy and Education - Citizenship skills - Socio-political literacy
8.	Integrating diversity - Connecting with the local community
9.	Cultivating values - Autonomy, identity, pluralism
10.	Thematic areas of citizenship education (identity, me - we - the world)
11.	Thematic areas of citizenship education (roles, tradition, history)
12.	Thematic areas of citizenship education (anthropogeography, economy, ecology)
13.	Interdisciplinary and cross-curricular approaches

## (95) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face and remote	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power Points, videos, other supervisory material	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.  The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Interactive teaching	20
	Study and analysis of literature	30
	Study preparation	30
	Writing a paper	30
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	- Preparation and presentation of a study (50% of the total grade) - Written examination (50% of the total grade)	

## (96) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

### **Greek Language**

Apple, M., (1986). *Ιδεολογία και αναλυτικά προγράμματα*, Θεσσαλονίκη, Παρατηρητής.  
 Beetham, D., & Boyle, K., (επιμ.) (1996): *Δημοκρατία*, Αθήνα, Ίδρυμα Μαραγκοπούλου για τα Δικαιώματα του Ανθρώπου, Εστίας.  
 Bloom, B. S. & Krathwohl, D. R., (1986). *Ταξινομία διδακτικών στόχων*, (μτφρ. Αλ. Λαμπράκη -Παγανού), τόμος Α' -Γνωστικός Τομέας, Εκδόσεις Κώδικας, Αθήνα.  
 Δεσποτόπουλος, Κ., (1980). *Πολιτική φιλοσοφία του Πλάτωνα*, Αθήνα, Παπαζήση.  
 Εθνικό Κέντρο Κοινωνικών Ερευνών (1998). *Για το Άνοιγμα των Κοινωνικών Επιστημών*, Έκθεση της Επιτροπής Gulbenkian για την Αναδιάρθρωση των Κοινωνικών Επιστημών, Αθήνα.  
 Gellner, E., (1996). *Η κοινωνία πολιτών και οι αντίπαλοί της, Συνθήκες Ελευθερίας*, Αθήνα, Παπαζήση.

Κάκουρος, Ε. και Μουσένα Ε. (Επιμ.) (2019). *Εισαγωγή στις Κλασικές και Σύγχρονες Θεωρητικές Προσεγγίσεις στην Προσχολική Αγωγή*, Gutenberg. Αθήνα. Των Conkbayir, M., & Parcal, C. Early Childhood Theories and Contemporary Issues – An Introduction. Bloomsbury.

Κοντογιώργης, Γ., (2003). *Πολίτης και Πόλις, Έννοια και τυπολογία της «πολιτειότητας»*, Αθήνα, Παπαζήση.

Κουζέλης, Γ., (1991). *Από τον βιωματικό στον επιστημονικό κόσμο, Ζητήματα κοινωνικής αναπαραγωγής της γνώσης*, Αθήνα, Κριτική.

Κυπριανός Π., και Μουσένα Ε. (Επιμ.) (2021) *Πέρα από την Ποιότητα - Γλώσσες αξιολόγησης στην Προσχολική Αγωγή*. Gutenberg. Αθήνα Dahlberg G., Moss P. & Pence A. Beyond Quality in Early Childhood Education and Care – Languages of Evaluation. Routledge. London and New York.

Λομπάρντι, Φ., (1986). *Οι παιδαγωγικές αντιλήψεις του Αντόνιο Γκράμσι*, Θεσσαλονίκη, Παρατηρητής.

Μακρυγιάννη, Δ., και Σολομών, Ι., (1998). Κοινωνική και Πολιτική Γνώση στο Σχολείο και στις Παιδαγωγικές Σπουδές, *Σύγχρονη Εκπαίδευση*, τ. 101, σσ. 58-64 και τ. 102-103, σσ. 66-72.

McLachlan Claire, Fleeer Marilyn, Edwards Susan, Παπανδρέου Μαρία (επιμ.) (2017). *Αναλυτικά Προγράμματα Προσχολικής και Πρώτης Σχολικής Ηλικίας*. Gutenberg: Αθήνα.

Malinowski, B. (2000). Το πρόβλημα του νοήματος στις πρωτόγονες γλώσσες, στο: Γλώσσα και Γραμματισμός στην Κοινωνική Πρακτική, ΕΑΠ: Πάτρα.

Mercer, N. (2001). Η νέο-βιγκοτσκιανή θεωρία και η σχολική εκπαίδευση. Στο: *Γλώσσα, Γραμματισμός και Μάθηση στην Εκπαιδευτική Πρακτική*. ΕΑΠ: Πάτρα.

Μουσένα Ε. (2021). *Επικοινωνία και Προφορικότητα στην Εκπαίδευση: Προγράμματα και Παιδαγωγικές Πρακτικές*. Gutenberg. Αθήνα.

Μπιρμπίλη, Μ., (2015). *Προς μια Παιδαγωγική του Διαλόγου*. Εκδ. Σοφία.

Ντεμπρέ, Ρ., (1999). *Εξηγώντας τη Δημοκρατία στην κόρη μου*. Καστανιώτη. Αθήνα.

Savater, F., (1997). *Ας μιλήσουμε για πολιτική*, Αθήνα, Ελληνικά Γράμματα.

Stasey, S., (2020). Ευαγγέλου, Δ. (Επιμ.). *Αναδυόμενο πρόγραμμα & παιδαγωγική τεκμηρίωση*. Gutenberg: Αθήνα.

### **Foreign Language**

Barnes, D. (1976). *From Communication to Curriculum*. Harnmondsworth: Penguin.

Bridges, D., (ed) (1997). *Education, Autonomy and Democratic Citizenship, Philosophy in a changing world*, London and New York, Routledge.

Boulding, E. (1990). *Building a Global Civic Culture, Education for an Interdependent World*, Syracuse University Press.

Callan, E., (1997). *Creating Citizens, Political Education and Liberal Democracy*, Oxford, Clarendon Press.

Cherryholmes, C. H., (1990). *Political Scientists on Civic Education: A Nonexistent Discourse*. Elementary Subjects Center, Office of Educational Research and Improvement (ED), Washington, ERIC.

Clay, M. (2001). *Change over time in children's literacy development*, Heinemann.

Cooper, D.J. (2000). *Literacy: Helping Children Construct Meaning*. Boston: Houghton Mifflin Company.

Cresas, X. (1989). *On n'apprend pas tout seul. Interactions sociales et construction des savoirs*. ESF : Paris.

Edwards, D. & Mercer, N. (1987). *Common Knowledge: The Development of Understanding in the Classroom*. London: Methuen.

Dodge, Diane Trister. (2002). *Creative curriculum for preschool, 4th edition*. Washington, DC: Teaching Strategies.

Dowrkin, G., (1988). *The Theory and Practice of Autonomy*, Cambridge, Cambridge University.

Hoorn, V. et al. (1999). *Play at the center of the curriculum*. Prentice Hall.

Giroux, A. H. & McLAREN P., (eds) (1994). *Between Borders, Pedagogy and the Politics of Cultural Studies*, New York, London, Routledge.

Goodson, I. (1994). *Studying Curriculum: Cases and Methods*, Buckingham, Open University Press

Gutmann, A. (1995). Civic Education and Social Diversity, *Ethics*, 105, April, pp. 557-579.

-Newman, D. Griffin, P. & Cole, M. (1989). *The Construction Zone*. Cambridge: Cambridge University Press.

Kelly A. V. (1999). *The Curriculum, Theory and Practice*, London, PCP

Korhonen, R. (2000.) The pre-school education curriculum in Finland: How is the social development of children included in the curriculum? in: ROSS A., *Developing Identities in Europe*, London, CiCea

Mousena, E. (2021). Pluribus vs Unum as Values in Citizenship Education. In Ruby M., Angelo-Rocha, M., Hickey, M., and Agosto, V. Charlotte (Eds) *Making A Spectacle: Examining Curriculum/Pedagogy as Recovery from Political Trauma* (pp. 49-64). NC: IAP– Information Age Publishing.

Mousena E. & Raptis N., (2020). Beyond Teaching: School Climate and Communication in the Educational Context, in: Waller, L. (Ed.) *Education at the Intersection of Globalization and Technology*. pp. 153-169. Intech Open. DOI: <http://dx.doi.org/10.5772/intechopen.93575>

Pratte, R. (1988). *The Civic Imperative, Examining the Need for Civic Education*, New York and London, Teachers College Press.

Rettinger, V. S. (1998): *The Public Self: Taking a New Look at Civic Education*, Research, California, ERIC.

Roche, G., (2002). *L' éducation civique aujourd' hui: dictionnaire encyclopédique*, Paris, ESF.

ROSS A. (2000). *Curriculum, Construction and Critique*, London, Falmer Press

Torney-Purta J., Schwill J. & Amadeo, J. (eds) (1999). *Civic Education Across Countries: Twenty-four National Case Studies from the IEA Civic Education Project*, The International Association for the Evaluation of Educational Achievement.

Young, F.D.M. (1998). *The Curriculum of the Future*, London, Falmer Press

Vogel, M. J. ed. (1987). *Red, White and Blue—Childhood and Citizenship*, Please Touch Museum for Children, Philadelphia, PA, ERIC.

- Related academic journals:

*Education & Culture*

*The Journal of School & Society*

*Children & Society*

*International Journal of Education Policy & Leadership*

*European Early Childhood Research Journal*

*Early Education Journal*

*Early child development and care*

*Early Childhood Research Quarterly*

*Contemporary Issues in Early Childhood*

*Compare: A Journal of Comparative and International Education*

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

### COURSE OUTLINE

#### (97)GENERAL

SCHOOL	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	IIAI20	SEMESTER	4 <sup>th</sup>
COURSE TITLE	DAILY PLANNING FOR LEARNING WITH INFANTS AND TODDLERS IN EARLY CHILDHOOD SETTINGS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES + PRACTICE		3L+4P	(3+2) 5
<i>Add rows if necessary. The organization of teaching and the methods used are described in detail at (d).</i>			
COURSE TYPE	SPECIAL BACKGROUND		
<i>general background, special background, specialised general knowledge, skills development</i>			

<b>PREREQUISITE COURSES:</b>	NO
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC211/">https://eclass.uniwa.gr/courses/ECEC211/</a>

### (98) LEARNING OUTCOMES

#### Learning outcomes

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

*Consult Appendix A*

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

#### LEVEL OF LEARNING OUTCOMES: 6

##### PURPOSE OF THE COURSE

The purpose of this course is for students to acquire the appropriate knowledge, skills and attitudes regarding the importance of learning and educating infants and young children under 3 years of age in quality day care and childcare settings.

##### LEARNING OUTCOMES:

Upon successful completion of the course students will

At a **knowledge** level, the student will be able to recall and describe:

- The ways in which infants and young children learn.
- The developmentally appropriate practices of an infant and toddler education and care setting.
- The education and care policies in an infant and toddler care setting.

At a **skills** level, students will be able to explain and draw conclusions about:

- How the ability of infants and young children to be active meaning makers influences the design of education and care provision in an Early Years setting.
- Issues of everyday life of infants and young children in educational contexts.
- The relationships and partnerships that develop in a day care setting providing education and care for children under 3 years of age.

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

- Distinguish the components of the theoretical knowledge acquired and combine them in order to plan and organize day care for infants and young children.
- Organize the environment and the daily program of infants and young children with stimuli and pedagogical actions of modern pedagogy, in accordance with Greek and international standards.
- Evaluate and provide feedback on pedagogical practice in the context of day care and education in the nursery
- Apply the basic knowledge and skills acquired with responsibility for ensuring quality in the education provided within a day care centre.

#### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

## (99)SYLLABUS

### LECTURES

1. The infant and the young child: Brief introduction and review of key developmental milestones - Infant learning strategies
2. Infant and toddler in day care facilities in Greece and abroad - How it affects the planning and organization of pedagogical practice.
3. Planning and organization of day care in relation to how infants and young children learn.
4. Planning and organization of day care in relation to what infants and young children learn
5. Planning and organization of day care for infants and young children in relation to the triad: child-child's family-child's family-teacher
6. Planning and organization of day care for infants and young children in relation to the design and organization of the space (indoor and outdoor).
7. Policies for the group education and care of infants and young children in the context of a nursery - International practice and practice from the Greek reality
8. Ensuring continuity in the education and care of infants and young children in an early childhood setting.
9. Group size of infants and young children - Group composition – Mixed age groups.
10. Autonomous communities of infants and young children in the early years setting.
11. Daily planning for contexts that communicate messages and invite wonder, joy, admiration, exploration and learning using appropriate pedagogical tools.
12. Planning and organizing daily learning for infants and young children with respect for diversity and multiculturalism.
13. Indicative daily learning plans for infants and young children.

### PRACTICE (EARLY YEARS SETTINGS)

Practice in an early childhood setting within the Daily planning for learning with infants and toddlers course gives students the opportunity to develop confidence and initiative in planning, organizing and implementing a daily learning programme for children under 3 years of age. Practice takes place in selected early childhood settings (municipal and private), once (1) a week for four (4) hours a day during the semester. Practice includes:

- Opportunities to observe, document and evaluate developmentally appropriate programs and practices in infant and toddler education and care settings
- Designing stimulus-rich environments for infants and young children by applying knowledge from the theoretical course in conjunction with a multidisciplinary approach

- Planning and organizing a daily plan of action with infants and young children, respecting individual learning pace, developmental needs, interests and particular characteristics of the specific group of children in the setting, inside and outside the classroom
- Planning and organizing a daily programme for infants and young children in collaboration with the staff of the selected setting and the children's families
- Critical evaluation of action plans and daily programming - feedback and implementation of improvement interventions
- Application of evaluation criteria for a quality daily learning programme for infants and young children
- Use of acquired skills and competences of students to solve issues of everyday life in day care settings for infants and children under 3 years of age.



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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"><li>- Use of ICT in face-to-face teaching (PPT presentations and videos).</li><li>- Use of electronic platforms for distribution of educational material and synchronous and asynchronous communication with students.</li><li>- Use of e-mail for communication with students.</li></ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Practice in early childhood settings	50
	Interactive teaching	10
	Study and analysis of literature	20
	Assignments	30
	Course Total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Students are assessed on the course based on clearly defined criteria, which are posted on the course's eclass and moodle platforms at the beginning of the academic year and are accessible to students.	
	Assessment language: GREEK Assessment language: ENGLISH for ERASMUS students Assessment method: Theory 60% <ul style="list-style-type: none"><li>- Written final examination (with or without a combination of the following, at the discretion of the lecturer):<ul style="list-style-type: none"><li>o Closed questions</li><li>o Short-answer questions</li><li>o Open-ended questions</li><li>o Problem-solving questions</li></ul></li><li>- Oral examination (if necessary, for students with a certified learning disability falling into this category)</li></ul>	
	Practice 40% (Combination or not of the following, at the instructor's discretion): <ul style="list-style-type: none"><li>- Written assignments/exercises</li><li>- Assessment of student's activity in the early hears setting</li><li>- Assessment of student's cooperation with the adults involved (staff of the setting, children's family, fellow students, teacher in charge)</li><li>- Presentations among students at open or closed events</li></ul>	

**(101) ATTACHED BIBLIOGRAPHY**

***Greek language bibliography:***

- Copple, C. & Bredekamp, S. (2011). Αναπτυξιακά κατάλληλες πρακτικές για παιδιά προσχολικής ηλικίας (Επιμ. Ε. Ντολιοπούλου). Εκδ. Πεδίο.
- Gopnik, A., Meltzoff, A.N., Kuhl, P.K. (2002). Επιστήμονες από κούνια. Νους, εγκέφαλος και μάθηση στη βρεφονηπιακή ηλικία. Alison (Επιμ. Α. Χουντουμάδη). Εκδ. Παπαδόπουλος.
- Honoré, C. (2011). Το μανιφέστο της χαρούμενης παιδικής ηλικίας. Εκδ. Αερόστατο.
- Leach, P. (2018). Τα πρώτα κρίσιμα χρόνια του παιδιού μας. Από τη γέννηση έως πέντε ετών. Επίτομο (Επιμ. Μ. Ντάβου). Εκδ. Παπαζήση.
- Lindon, J., Kelman, K., Sharp, A. (2004). Μαθαίνω τον κόσμο παίζοντας: Από τη γέννηση έως 3 ετών (Επιμ. Σοφία Δημητριάδη). Εκδ. Δίπτυχο.
- MacNaughton, G. (2020). Διαμορφώνοντας την Προσχολική Ηλικία: Αντιλήψεις για τη μάθηση, το πρόγραμμα σπουδών και το παιδαγωγικό πλαίσιο (Επιμ. Μ. Αμπαρτζάκη). Εκδ. Πεδίο.
- Maguire-Fong, M.J. (2019). Εκπαίδευση βρεφών και νηπίων. Ερευνητές εν δράσει! (Επιμ. Σοφία Δημητριάδη). Εκδ. Παπαζήση.
- Mathieson, K. (2018). Κοινωνικές δεξιότητες στην προσχολική ηλικία. Υποστηρίζοντας την κοινωνική και συμπεριφορική μάθηση (Επιμ. Μ. Σακελλαρίου). Εκδ. Πεδίο.
- Murray, L. (2017). Ψυχολογία των βρεφών. Πώς οι σχέσεις υποστηρίζουν την ανάπτυξη των βρεφών από τη γέννηση μέχρι την ηλικία των δύο ετών (Επιμ. Ζ. Παπαληγούρα).
- Πετρογιάννης, Κ. & Melhuish, E.C. (2001). Προσχολική Ηλικία: Φροντίδα – Αγωγή – Ανάπτυξη. Ευρήματα από τη διεθνή έρευνα. Εκδ. Καστανιώτη.
- Ρέντζου, Κ. & Σακελλαρίου, Μ. (2014). Ο χώρος ως παιδαγωγικό πεδίο σε προσχολικά περιβάλλοντα μάθησης. Εκδ. Πεδίο.
- Riley, D., San Juan, R.R., Klinkner, J., Ramming, A. (2018). (Επιμ. Μ. Σακελλαρίου). Εκδ. Πεδίο.
- Roopnarine, J.L. & Johnson, J.E. (2019). Ποιοτικά προγράμματα για την εκπαίδευση της πρώιμης παιδικής και της νηπιακής ηλικίας (Επιμ. Σοφία Δημητριάδη). Εκδ. Παπαζήση.
- Shaffer, S.E. (2019). Το παιδί και το Μουσείο. Θεωρητικές προσεγγίσεις και παιδαγωγικές πρακτικές (Επιμ. Κ. Μαλαφάντης). Εκδ. Ινστιτούτο του Βιβλίου – Καρδαμίτσα.

***English language bibliography:***

- Bruce, T. (2011). Learning through play: For babies, toddlers and young children (2<sup>nd</sup> ed.) Oxon: Hodder Education.
- Copple, C., Bredekamp, S., Koralek, D., Charner, K. (2013). Developmentally Appropriate Practice: Focus on infants and toddlers. NAEYC.
- Elfer, P., Goldschmied, E., Selleck, D.Y. (2011). Key persons in the early years: Building relationships in early years settings and primary schools. Oxon: Routledge.
- Gerber, M. (1998). Your self-confident baby. Wiley.
- Gonzalez – Mena, J. (2017). Infants, toddlers and caregivers: A curriculum of respectful, responsive, relation-based care and education. McGraw-Hill Education.
- Jackson, S. & Forbes, R. (2014). People under three: Play, work and learning in a childcare setting. Routledge.
- Lally, J.R. (2008). Caring for infants and toddlers in groups: Developmentally Appropriate Practice. Zero to Three.
- Macguire-Fong, M.J. (2020). Teaching and Learning with infants and toddlers: Where meaning-making begins. (2<sup>nd</sup> ed.) Teachers College Press.
- Ouvry, M. & Furtado, A. (2019). Exercising muscles and minds: Outdoor play and the early years curriculum (2<sup>nd</sup> ed.) National Children's Bureau.

***Related academic journals:***

- Early Childhood Education Journal (ECEJ).
- Early Childhood Research and Practice (ECRP).
- Early Childhood Research Quarterly (ECRQ).
- ZERO TO THREE Journal
- Young Children Journal. NAEYC
- Nursery World magazine

## IIAI 21: Integration of Steam/Stem Approach in Early Childhood - Compulsory

### COURSE OUTLINE

#### (102) GENERAL

<b>SCHOOL</b>	Administrative, Economics and Social Sciences		
<b>ACADEMIC UNIT</b>	Early Childhood Education and Care		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	IIAI21	<b>SEMESTER</b>	4TH
<b>COURSE TITLE</b>	Integration of STEAM/STEM approach in early childhood		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES AND LABORATORY EXERCISES		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	N/A		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC322/">https://eclass.uniwa.gr/courses/ECEC322/</a>		

#### (103) LEARNING OUTCOMES

##### Learning outcomes

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

Consult Appendix A

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

## LEVEL OF LEARNING OUTCOMES: 6

### PURPOSE OF THE COURSE

To provide students with basic theoretical and methodological knowledge about the concepts of mathematics, science and technology that they will be called upon to manage in the context of pre-school education. To realise how important it is to lay the foundations of basic approaches and science for the cognitive development of children on the one hand and for their further development on the other.

### LEARNING OUTCOMES

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

- Understand basic mathematical concepts, scientific and engineering concepts and digital technology.
- Recognize the interdisciplinary nature of knowledge and how new STEM/STEAM methodologies promote a holistic model of knowledge and learning.
- Realize that preschool children "learn" from the moment they are born about their world and want to explore it.
- To understand the fundamental role of early childhood education in eliminating stereotypes around science, mathematics and technology and in positively reinforcing the scientific dispositions of young children.

At the skills level they will be able to:

- Stimulate with the knowledge gained their confidence about science and how to approach it with very young children.
- To realise the importance of lifelong learning and information and to follow the development of different subjects.
- To observe and assess young children's knowledge and difficulties around understanding of mathematical/scientific/engineering/technological concepts and skills.

At a competency level they will be able to:

- Organise projects, hands-on activities and creative experiences around science/maths/technology/engineering together with children, parents and the community inside and outside the nursery.
- Organise the environment and centers of the nursery to promote curiosity and discovery learning around STEM.
- To coordinate children's free experimentation and guide them in the discovery of knowledge.
- To develop cooperation and teamwork and make them realise that STEM is inextricably linked to our everyday life.

### **General Competences**

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

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

#### (104) SYLLABUS

<ol style="list-style-type: none"> <li>1. The STEM/STEAM interdisciplinary approach. Definitions, actions, advantages and limitations.</li> <li>2. Discovery learning, projects, interdisciplinary and experiential approaches and free play in science and mathematics.</li> <li>3. Mathematics I: Introduction: Teaching mathematics to preschool children. Experiential Approaches. Basic mathematical concepts for young children.</li> <li>4. Mathematics II: Basic mathematical concepts.</li> <li>5. Science I: Introduction: Methodology of approaches to science concepts. Basic science concepts for young children.</li> <li>6. Science II: Basic science concepts for young children.</li> <li>7. Engineering: What it is and how it applies to daily activities in kindergarten; Design thinking and various educational models.</li> <li>8. The Makerspaces/Makers movement and its role in the interdisciplinary approach to knowledge in early childhood education.</li> <li>9. Technology: Definitions of technology, traditional and contemporary 21st century technologies (digital and non-digital) for young children.</li> <li>10. Digital technologies and tools and how they can be combined with science/maths/engineering in early years.</li> <li>11. Arts integration in STEAM. How can the arts promote knowledge in science, engineering, technology and mathematics?</li> <li>12. Observation, evaluation of methods and tools. Elimination of stereotypes in science and promote equality and equity.</li> <li>13. Organization of STEAM/STEM environments and learning centres. The role of the educator, family and community.</li> </ol> <p>Laboratory Exercises</p> <p>During these exercises (similar to workshops) students will work on the concepts of scientific and mathematical sciences with examples, experiments, applications, software and games that they could organize in groups and present to their peers.</p>
---

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to Face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Lectures with slides/projector, e-class material (slides, pdfs), scientific websites, videos, forums, blogs, robotics, software, online games, social media, communication with students via emails.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	20
	Laboratory exercises	20
	Study and analysis of bibliography	50
	Project presentation	20
	Non-directed study	40
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Interim, formative assessment and group, public presentation (30%).  Written examination with multiple-choice and short-answer questions (70%).  Evaluation criteria are given and are accessible to students via e-class.	

**(106) ATTACHED BIBLIOGRAPHY**

<p>- <i>Suggested bibliography:</i></p> <p>Bers, M. U., Strawhacker, A., &amp; Vizner, M. (2018). The design of early childhood makerspaces to support positive technological development. <i>Library Hi Tech</i>, 36(1), 75-96. <a href="https://doi.org/10.1108/LHT-06-2017-0112">https://doi.org/10.1108/LHT-06-2017-0112</a></p> <p>Bevan, B. (2017). The promise and the promises of Making in science education. <i>Studies in Science Education</i>, 53(1), 75–103.</p> <p>Bybee, R. W. (2010). Advancing STEM education: A 2020 vision. <i>Technology and engineering teacher</i>, 70(1), 30-35.</p>
--

- Campbell, C., Jobling, W., & Howitt, C. (Eds.). (2018). *Science in early childhood*. Cambridge University Press.
- Christenson, L. A., & James, J. (2015). Building bridges to understanding in a preschool classroom: A morning in the block center. *YC Young Children*, 70(1), 26-30.
- Clements, D. H., Sarama, J., & DiBiase, A. M., (eds.) (2004). Engaging young children in mathematics: Standards for early childhood mathematics education, 7-76. Lawrence Erlbaum.
- Cremin, T., Glauert, E., Craft, A., Compton, A., & Stylianidou, F. (2015). Creative Little Scientists: exploring pedagogical synergies between inquiry-based and creative approaches in Early Years science. *Education 3-13*, 43(4), 404-419.
- Davis, D., & Howe, A. (2003). *Teaching science and design technology in the early years*. London: David Fulton.
- Falloon, G., Hatzigianni, M., Bower, M., Forbes, A., & Stevenson, M. (2020). Understanding K-12 STEM Education: a Framework for Developing STEM Literacy. *Journal of Science Education and Technology*, 1-17. <https://doi.org/10.1007/s10956-020-09823-x>
- Hatzigianni, M., Stevenson, M., Falloon, G., Bower, M., & Forbes, A. (2020). Children's views on making and designing. *European Early Childhood Education Research Journal*. (Special Issue: Technology integrated pedagogical practices: A look into Evidence-based teaching and coherent learning for young children) 28(2), 286-300.
- Kalogiannakis, M., Nirgianaki, G. M., & Papadakis, S. (2018). Teaching magnetism to preschool children: The effectiveness of picture story reading. *Early Childhood Education Journal*, 46(5), 535-546.
- Kalogiannakis, M., & Papadakis, S. (2019). Evaluating pre-service kindergarten teachers' intention to adopt and use tablets into teaching practice for natural sciences. *International Journal of Mobile Learning and Organization*, 13(1), 113-127.
- Katz, L. (2010). STEM in the early years. Early Childhood Research and practice. Retrieved from: <https://ecrp.illinois.edu/beyond/seed/katz.html>
- Knaus, M. (2013). *Maths is all around you. Developing mathematical concepts in the early years*. Teaching Solutions.
- Li, Y., Wang, K., Xiao, Y., & Froyd, J. E. (2020). Research and trends in STEM education: a systematic review of journal publications. *International Journal of STEM Education*, 7(1), 1-11. <https://doi.org/10.1186/s40594-020-00207-6>
- Papavlasopoulou, S., Giannakos, M. N., & Jaccheri, L. (2017). Empirical studies on the Maker Movement, a promising approach to learning: A literature review. *Entertainment Computing*, 18, 57-78. <https://doi.org/10.1016/j.entcom.2016.09.002>
- Wang, F., Kinzie, M. B., McGuire, P., & Pan, E. (2010). Applying technology to inquiry-based learning in early childhood education. *Early Childhood Education Journal*, 37(5), 381-389.
- Weatherly, L., Oleson, V., & Kistner, L. R. (2017). Over the Fence: Engaging Preschoolers and Families in a Yearlong STEAM Investigation. *YC Young Children*, 72(5), 44-50.
- Yelland, N., Diezmann, C., & Butler, D. (2014). *Early Mathematical Explorations*. Cambridge University Press.

- Related academic journals:

International Journal of STEM Education

European Early Childhood Education Research Journal
YC Young Children
European Early Childhood Research Journal

**ΨYX 22: Early Interactions – Compulsory**

**COURSE OUTLINE**

**(107) GENERAL**

SCHOOL	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYX22	SEMESTER	4
COURSE TITLE	EARLY INTERACTIONS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	..		

**(108) LEARNING OUTCOMES**



### Learning outcomes

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

*Consult Appendix A*

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

LEVEL OF LEARNING OUTCOMES: 6

### AIM OF THE COURSE

To present 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.

### LEARNING OUTCOMES

Upon successful completion of the course the student will be able

- at a **knowledge level**, to recall and describe:
  - Fundamental concepts referring to early interactions.
  - Research methods on early interactions.
  - Development of early communicative skills.
  - Neurodevelopmental correlates of early communicative skills.
  - Effects of maternal mental health on early interactions.
  - Effects of institutionalization on early interactions.
  - Effects of reproduction method on early interactions.
  - Family type and early interactions.
  - Cultural context and early interactions.
- at the **skills level**, to explain and draw conclusions about:
  - Fundamental concepts referring to early interactions.
  - Research methods on early interactions.
  - Development of early communicative skills.
  - Neurodevelopmental correlates of early communicative skills.
  - Effects of maternal mental health on early interactions.
  - Effects of institutionalization on early interactions.
  - Effects of reproduction method on early interactions.
  - Family type and early interactions.
  - Cultural context and early interactions.
- in terms of **competences**, to apply the above as follows:
  - Formation of effective education and care programs for infants and toddlers.
  - Research on early interactions.
  - Identifying dysfunctional early interactions.
  - Education and care for infants and toddlers from different cultures.
  - Managing families with premature infants.

- Education and care of infants and toddlers in institutional care.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Search for, analysis and synthesis of data and information, using the necessary technology
- Adapting to new situations
- Working independently
- Team work
- Production of new research ideas
- Respect for ethical and moral principles in research,
- Project planning and management
- Decision-making
- Respect for diversity and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism

### **(109) SYLLABUS**

1. Parenthood – Reproduction methods.
2. Factors affecting pregnancy.
3. Prenatal environment and fetus capabilities.
4. Delivery – Risk factors – Prematurity.
5. Communicative abilities in neonates up to 2 months.
6. Communicative abilities 3 – 6 months – Baby songs – The development of humour.
7. Communicative abilities 9 – 12 months.
8. Interactions in the second year.
9. Early interactions in infants raised in institutional care.
10. The effects of maternal mental health problems on early interactions.
11. The effects of assisted reproductions on early interactions.
12. Early interactions in different cultures.
13. Conclusions

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (slides, videos, etc.) Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. Use of e-mail for communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Tutorials	40
	Exercises - Material analysis	40
	Study and analysis of relevant bibliographic sources	20
	Independent study	50
	Total	150
	Course total	150

<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	– Written final exams at the end of the semester with open answer and multiple-choice questions  Language of evaluation: Greek
---	--

### (111) ATTACHED BIBLIOGRAPHY

#### **Greek**

- Brazelton, B.T. & Cramer, B.G. (2009). *Η πρώτη – πρώτη σχέση* (επιμ. Γ. Αμπατζόγλου & Ζ. Παπαληγούρα – Ράλλη). Αθήνα: Παπαζήσης.
- Bremner, G.J., Slatter, A. & Butterworth, G. (2012). *Η ανάπτυξη των βρεφών* (επιμ. Χ.Φ. Παπαηλιού). Αθήνα: Παπαζήσης.
- Cole, M. & Cole, S. R. (2002). *Η ανάπτυξη των παιδιών*. (Επιμ. Ζ. Παπαληγούρα & Π. Βορριά). Τόμ. Α'. Αθήνα: Τυπωθήτω.
- Craig G. J. & Baucum, D. (2007). *Η ανάπτυξη του ανθρώπου*, Τόμος Α'. Αθήνα: Παπαζήσης.
- Δημητρίου-Χατζηγεωργίου, Λ. (2001). *Τα 6 πρώτα χρόνια της ζωής*. Αθήνα: Εκδόσεις Ελληνικά Γράμματα.
- Δραγώνα, Θ. & Ναζίρη, Δ. (1995). *Οδεύοντας προς την πατρότητα*. Αθήνα: Εξάντας.
- Feldman S. R. (2011). *Εξελικτική Ψυχολογία* (επιμ. Η. Μπεζεβέγκης). Αθήνα: Gutenberg.
- Ζάχαρης, Δ.Γ. (2003). *Ψυχολογία της βρεφικής και νηπιακής ηλικίας*. Αθήνα: Εκδόσεις Ατραπός.
- Κουγιουμτζάκης, Γ. (επιμ.) (1992). *Πρόοδος στην αναπτυξιακή ψυχολογία των πρώτων χρόνων*. Πανεπιστημιακές Εκδόσεις Κρήτης.
- Κουγιουμτζάκης, Γ. (επιμ.) (2017). *Το Σύν της συγκίνησης*. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.
- Lehalle, H. & Mellier, D. (2009). *Ψυχολογία της ανάπτυξης*. Εκδόσεις Πεδίο.
- Μίλλερ, Λ. (1995). *Κατανοώντας το βρέφος σας*. Αθήνα: Καστανιώτης.
- Murray, L. & Andrews, L. (2001). *Τα βρέφη δεν είναι μωρά. Ο κοινωνικός κόσμος του βρέφους*. (Επιμ. Γ. Κουγιουμτζάκης). Αθήνα: Ελληνικά Γράμματα.
- Murray, L. (2017). *Η ψυχολογία των βρεφών*. Αθήνα: Παπαζήσης.
- Παπαληγούρα, Ζ. (2013). *Νέες διαδρομές μητρότητας*. Αθήνα: Παπαζήσης.
- Winnicott, D. (1996). *Μωρά και μητέρες*. Αθήνα: Ελληνικά Γράμματα.

#### **English**

- Bowlby, J. (1973) *Separation*. New York: Basic books
- Malloch, S. & Trevarthen, C. (Eds.). (2009). *Communicative musicality*. Oxford: Oxford University Press.
- Simpson, J.A. & Rholes, W. (1998). *Attachment theory and close relationships*. New York; Guilford.
- Stern, D. (1998). *The interpersonal world of the infant*. Karnak Books.
- Tomasello, M. (2008). *Origins of human communication*. Cambridge: MIT Press.
- Tronick, E. (2007). *The Neurobehavioral and Social-Emotional Development of Infants and Children*. Norton.

#### **Journals**

Infant Behavior and Development

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

**COURSE OUTLINE**

**(112) GENERAL**

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>KAOE23</b>	<b>SEMESTER</b>	<b>4</b>
<b>COURSE TITLE</b>	EDUCATIONAL SOCIOLOGY II: SCHOOL-LOCAL COMMUNITY RELATIONS		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	EDUCATIONAL SOCIOLOGY I: SOCIAL AND EDUCATIONAL INEQUALITIES		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK & ENGLISH		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	..		

**(113) LEARNING OUTCOMES**

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
---

**LEVEL OF LEARNING OUTCOMES: 6**  
**AIM OF THE COURSE**

Upon successful completion of the course, students will be able to familiarize themselves with the problems and theoretical approaches developed. They will gain an understanding of the contribution of these theories both to the study of social relations between the actors of the school system (students, parents, teachers) and local actors and to the school selection and orientation processes. The focus is on the constructivist perspective (Social or Symbolic Interaction Theory, Ethnomethodology, Social Phenomenology), highlighting the contribution of this perspective to the understanding and interpretation of social and educational phenomena.

**LEARNING OUTCOMES**

Upon successful completion of the course, the student

At a knowledge level will be able to recall and describe:

- Sociological Approaches that contribute to the Sociological Understanding of Social Relationships among Schools,
- The necessity of establishing a Dialogue between Actors: teachers, parents of different social strata and local community bodies, aiming at democratizing the school and trying to establish a Participatory Cultural Democracy at the local level.
- Explaining and understanding social theory.
- Coupling macro and micro analysis.

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

- Sociological Approaches that contribute to the Sociological Understanding of Social Relationships among Schools,
- The necessity of establishing a Dialogue between Actors: teachers, parents of different social strata and local community bodies, aiming at democratizing the school and trying to establish a Participatory Cultural Democracy at the local level.
- Explaining and understanding social theory.
- Coupling macro and micro analysis.

At the competent level, the student will be able to apply the above as follows:

- Better understand sociological approaches
- Recognise the need for dialogue between family and school
- Develop social theory based on macro and micro analysis

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

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

#### **(114) SYLLABUS**

1. Developing sociological approaches that contribute to sociological understanding and interpretation of social relations between schools,
2. Students' families and the local community,
3. The need to establish a constructive dialogue between the interested actors (teachers, students, parents, local actors).
4. Constructivist perspective - theory of Social or Symbolic Interaction,
5. Ethnomethodology,
6. Social Phenomenology
7. Contribution of Social Phenomenology to the study of
8. Sociological understanding and interpretation of educational phenomena at a micro-sociological level.
9. Building qualitative social interactions between the social subjects concerned (student teachers, parents, local stakeholders).
10. Interpretation of the mechanisms and processes of school selection and orientation,
11. Joint elaboration of planning and conducting cultural activities both within and outside the school.
12. Local social dynamics seeking to democratize the school
13. Establishment of a participatory cultural democracy at a local level.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (slides, videos, etc.) Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. Use of e-mail for communication with students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Tutorials	
	Assignment Writing	
	Literature Analysis	
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written final exams	

### (116) ATTACHED BIBLIOGRAPHY

- Suggested Greek bibliography:

Bachelard G. (2000). Το νέο επιστημονικό πνεύμα, Πανεπιστημιακές εκδόσεις Κρήτης.  
 Berger, P. (1985). Πρόσκληση στην Κοινωνιολογία, Μπουκουμάνης.  
 Berger P., Luckmann T. (2003). Η κοινωνική κατασκευή της πραγματικότητας, Νήσος.  
 Bourdieu, P., (2007). Η τέχνη του Κοινωνιολόγου, Μεταίχμιο.  
 Bouvier P. (2001). Κοινωνιο-ανθρωπολογία, Μεταίχμιο.  
 David Blackledge, Barry Hunt (2000). Κοινωνιολογία της Εκπαίδευσης, Μεταίχμιο.  
 Foucault M. (1987). Εξουσία, γνώση και ηθική, Ψυλόν.  
 Foucault M. (1989). Επιτήρηση και τιμωρία. Η γέννηση της φυλακής, Ράππα.  
 Foucault M. (1986). Οι λέξεις και τα πράγματα, Γνώση.



- Freire P. (2006). Δέκα επιστολές προς εκείνους που τολμούν να διδάσκουν, Επίκεντρο.
- Freire P. (1974). Η αγωγή του καταπιεζόμενου, Ράππα.
- Freire P. (1977). Πολιτιστική Δράση για την κατάκτηση της ελευθερίας, Καστανιώτη.
- Giddens A. (2001). Οι συνέπειες της νεωτερικότητας, Κριτική.
- Giddens A. (1993). Πολιτική και κοινωνιολογία στη σκέψη του Max Weber, Οδυσσέας.
- Giddens A. (1989). Εισαγωγή στην Κοινωνιολογία, Οδυσσέας.
- Godelier M. (1987). Η θεωρία της μετάβασης στον Μαρξ, Gutenberg.
- Goffman E. (1996). Συναντήσεις, Αθήνα, Αλεξάνδρεια.
- Goffman E. (2001). Στίγμα, Αθήνα, Αλεξάνδρεια.
- Goffman E. (2006). Η παρουσίαση του εαυτού στην καθημερινή ζωή, Αθήνα, Αλεξάνδρεια.
- Goffman E. (1994). Ασυλα, Ευρύαλος.
- Γώγου Α. (2010). Η κατανόηση των κοινωνικών φαινομένων και οι προοπτικές της κοινωνικής έρευνας, Γρηγόρη.
- Γώγου Α. (2019). *Κοινωνικές Αλληλεπιδράσεις Σχολείου Οικογένειας. Τι λένε οι δάσκαλοι για τους γονείς? Μία Κοινωνιολογική Προσέγγιση*, Αθήνα, Γρηγόρη, 247 σελ.. (ISBN 13: 9789606122514).
- Husserl E. (2000). Η Φιλοσοφία ως αυστηρή επιστήμη, Ροές.
- Καραποστόλης Β. (1984). Μορφές Κοινωνικής δράσης, Θεμέλιο.
- Κατριβέσης Ν. (2003). Η Κοινωνιολογία του Norbert Elias. Από τις κοινωνικές δομές στις αλληλεξαρτήσεις, Gutenberg.
- Κουζέλης Γ. (2006). Φιλική κοινωνία ή κοινωνία χρηστών? Γνώση, υποκειμενικότητα και πολιτισμός στον κόσμο των τεχνολογιών, Αθήνα, Κριτική.
- Κουζέλης Γ. (1991). Από τον βίωματικό κόσμο στον επιστημονικό κόσμο. Ζητήματα της κοινωνικής αναπαραγωγής της γνώσης, Κριτική.
- Kuhn T.S. (1981). Η δομή των κοινωνικών επαναστάσεων, Σύγχρονα Θέματα.
- Λάμινιας Κ. (2002). Κοινωνιολογική θεωρία και εκπαίδευση. Διακριτές προσεγγίσεις, Μεταίχμιο.
- Lefebvre H. (1985). Κοινωνιολογία του Μαρξ, Gutenberg.
- Levi-Strauss C. (2008). Φυλή και ιστορία. Φυλή και πολιτισμός, Πατάκη.
- Μερλώ-Ποντύ Μ. (1984). Οι περιπέτειες της διαλεκτικής, Ύψιλον.
- Wright-Mills C. (1985). Η κοινωνιολογική φαντασία, Παπαζήση.
- Μουζέλης Ν. (2000). Η κρίση της κοινωνιολογικής θεωρίας. Τι πήγε λάθος; Θεμέλιο.
- Μουζέλης Ν. (1992). Μεταμαρξιστικές προοπτικές, Θεμέλιο.
- Μουζέλης Ν. (1997). Επιστροφή στην κοινωνιολογική θεωρία. Η έννοια της ιεραρχίας και το πέρασμα από τη μικρο- στη μακρο-κοινωνιολογία, Θεμέλιο.
- Μως Μ. (1999). Το δώρο. Μορφές και λειτουργίες της ανταλλαγής, Καστανιώτη.
- Ritsert J. (1996). Τρόποι σκέψης και βασικές έννοιες της κοινωνιολογίας (Πρόλογος-επιμέλεια: Γ. Κουζέλης), Κριτική.
- Simmel G. (2004). Περιπλάνηση στη Νεωτερικότητα, Αλεξάνδρεια.
- Τάτσης Χ.Ν. (1999). Κλασικές έρευνες των κοινωνικών επιστημών, Οδυσσέας.
- Τάτσης Χ.Ν. (1992). Γνωστικές προσωπογραφίες. Σύγχρονες θεωρητικές μορφοποιήσεις του κοινωνιολογικού ανθρώπου, Οδυσσέας.
- Weber Max (1993). Βασικές έννοιες κοινωνιολογίας, Κένταυρος.
- Weber Max (2006). Η Προτεσταντική Ηθική και το Πνεύμα του Καπιταλισμού, Αθήνα, Gutenberg.

*- Suggested International bibliography:*

- Blumer, H., (1969). Symbolic Interactionism. Perspective and Method, Englewood Cliffs (New Jersey), Prentice Hall.
- Hargreaves, D. (1967). Social Relations in a Secondary School, Routledge and Kegan Paul, London.
- Hargreaves, D. (1975). Interpersonnal Relations and Education, Student edition Routledge and Kegan Paul, London.
- Garfinkel H. (1967). Studies in ethnomethodology, Prentice-Hall, Englewood Cliffs, New Jersey.
- Mead G.H. (1962). Mind, Self and Society: From the Standpoint of a Social Behaviourist, University of Chicago Press, Chicago.

*- Related academic journals:*

- Κοινωνικές Επιστήμες*  
*Το Βήμα των Κοινωνικών Επιστημών*  
*Κοινωνιολογική Επιθεώρηση*  
*Ελληνική Επιθεώρηση Πολιτικής Επιστήμης*  
*Επιθεώρηση Εκπαιδευτικών Θεμάτων Επιστημονικό Βήμα του Δασκάλου*

*Νέα Παιδεία*  
*Σύγχρονη Εκπαίδευση*  
*Τα Εκπαιδευτικά*  
*Παιδαγωγική Επιθεώρηση*  
*Τετράδια Πολιτικής Επιστήμης*  
*Επιστήμη και Κοινωνία*  
*Επιθεώρηση Συμβουλευτικής και Προσανατολισμού*  
*Journal of International Social Studies*  
*Journal of Politics and Society*  
*American Journal of Sociology*  
*American Sociology Review*  
*British Journal of Sociology*  
*Electronic journal of Sociology*  
*Année Sociologique*

#### ΑΠΠ 24: Aesthetic Education - Compulsory

##### COURSE OUTLINE

##### (117) GENERAL

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD CARE AND EDUCATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>ΑΠΠ24</b>	<b>SEMESTER</b>	4th
<b>COURSE TITLE</b>	AESTHETIC EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Fieldwork		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	-		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC332/">https://eclass.uniwa.gr/courses/ECEC332/</a>		

## (118) LEARNING OUTCOMES

### Learning outcomes

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

*Consult Appendix A*

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

### LEVEL OF LEARNING OUTCOMES: 6

#### AIM OF THE COURSE

The course aims to familiarize students with the genres of art, the basic concepts and materials of visual expression, as well as to raise their awareness of the importance of aesthetic experience and the value of aesthetic culture for the all-round development of the child. Through the examination of relevant theories on aesthetic development, creativity and the stages of aesthetic experience, examples from the daily practice of early childhood educators, as well as a series of experiential exercises, students will become familiar with the necessary components of an aesthetic education program and its required specialization for early childhood. They will also acquire skills for developing art activities in the Early Childhood Centre and in art spaces.

#### LEARNING OUTCOMES

Upon successful completion of the course, students

At a **knowledge** level will be able to:

- identify the types of art, the basic concepts of the visual arts, the stages of the artistic process, the elements that make up the aesthetic experience.
- understand the necessity of the arts in the education of young children and the role of the teacher in the context of the aesthetic act.
- describe the stages of the aesthetic experience and be able to translate them into pedagogical objectives and activities.
- understand the basic theories of children's aesthetic development and the evolution of children's drawings.
- distinguish the artistic qualities of different materials, media and techniques.
- choose appropriate ways of assessing creativity and aesthetic development.

At the **skills** level students will be able to:

- plan and organise visual arts activities for young children in the nursery school and in art spaces.
- to modify the environment of the Early Childhood Setting in order to provide more aesthetic stimuli and opportunities to enhance creativity.
- create a portfolio and define the criteria against which it is evaluated.

In terms of **competences**, students will be able to:

- act autonomously in art activities in the nursery and other contexts with young children.
- to draw up a programme of pedagogical activities that supports in a multifaceted way the aesthetic development of young children.

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

### (119) SYLLABUS

1. What is art? Familiarisation with the different types of art and related terminology.
2. The basic concepts and formal elements of art.
3. The concept of aesthetic experience and theories of creativity development. Factors influencing aesthetic response.
4. Stages of aesthetic development of children. The development of children's drawing.
5. The contribution of the arts to the education of young children. The teaching of art as an end in itself, as a means of teaching concepts from other learning areas and as a means of promoting other areas of development.
6. Aesthetic/art education programmes in Greece and abroad.
7. The role of the educator in the context of aesthetic practice.
8. Two-dimensional art: colour theory and exploration of materials and methods of creating two-dimensional artworks (painting, printmaking, collage, etc.).
9. Three-dimensional art: exploration of materials and methods of creating three-dimensional artworks (plastics, construction, etc.)
10. Public art, earth art, environmental art: artwork analysis, laboratory exercises and pedagogical applications.
11. The nursery environment and its aesthetic configuration.
12. The use of visual representations in education (art publications, digital material, museum kits, etc.) and the design of art education activities in the museum.
13. Issues of evaluation of the creative process.

Laboratory and field exercises:

<p>Getting acquainted with different types of art and artists' ways of working through educational material, laboratory exercises, visits of artists, visits to museums.</p> <p>Practising different ways of approaching and analysing a work of art.</p> <p>Practice in pedagogical techniques of art teaching using museum collections and works of art (in physical or digitised form).</p>
--

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching. Visits to Museums and art exhibitions. Loan of museum kits and examination of art publications and related educational material. Laboratory exercises using visual expression materials.	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in face-to-face teaching (powerpoint, videos, web pages). - Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. - Use of e-mail for communication with students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.          Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.          The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	50
	Educational visits	10
	Fieldwork	15
	Laboratory practice	25
	Writing of work/assignments	10
	Study & analysis of bibliography	10
	Project of artistic creativity	30
	Course total	<b>150</b>

<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written Examination with Short Answer Questions Written test with open-ended questions Written work Laboratory work Public presentation  In particular, apart from the final written examination (70%), students will participate in laboratory exercises with the help of which they will practice the use of different materials and techniques for the creation of two- and three-dimensional art. With these assignments they will create a portfolio of artwork and practice in portfolio evaluation. Finally, they will participate in a group project involving artistic creation and pedagogical design of a visual art activity, which will be presented at the end of the semester. The portfolio of artwork and group project takes up 30% of the final grade. It should also be noted that the evaluation based on the art works will not be based on the criterion of artistic excellence, but on consistency, originality and development of expressive skills.
---	---

### (121) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*  
Addison, N., Burgess, L., Steers, Jh. & Trowell, J. (2010). *Understanding Art Education. Engaging reflexively with practice*. London & N. York: Routledge.  
Arnheim, R. (2004). *Art and Visual Perception: A Psychology of the Creative Eye*. CA: University of California Press.  
Barton, G. (Ed.) (2014). *Literacy in the Arts: Retheorising Learning and Teaching*. Switzerland: Springer International Publishing.  
Burnham, R. & Kai-Kee, E. (2011). *Teaching in the art museum: interpretation as experience*. Los Angeles: J. Paul Getty Museum.  
Chapman, L. H. (1978). *Approaches To Art In Education*. NY: Harcourt Brace Jovanovich Publishers.  
Eisner, E. W. (2002). *The Arts and the Creation of Mind*. New Haven & London: Yale University Press.  
Park, H. & Schulte, C. M. (eds) (2021). *Visual Arts with Young Children. Practices, Pedagogies, and Learning*. NY and Oxon: Routledge.  
Schirrmacher, R. (2002). *Art and Creative Development for Young Children* (4<sup>th</sup> ed.). Albany, NY: Delmar Thomson Learning.  
Schulte, C. M. & Thompson, C. M. (Eds) (2018). *Communities of Practice: Art, Play, and Aesthetics in Early Childhood*. Switzerland: Springer International Publishing.

- *Related academic journals:*  
Studies in Art Education  
International Journal of Education and the Arts  
The Journal of Aesthetic Education  
Art Education

### 3<sup>rd</sup> Year

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

#### IIAI 25: Psychopedagogy in Early Childhood - Compulsory

#### COURSE OUTLINE

#### (122) GENERAL

<b>SCHOOL</b>	ADMINISTRATION, ECONOMICS AND SOCIAL SCIENCES (SDOKE)		
<b>ACADEMIC UNIT</b>	EDUCATION AND CARE IN EARLY CHILDHOOD		
<b>LEVEL OF STUDIES</b>	PRELIMINARY		
<b>COURSE CODE</b>	IIAI25	<b>SEMESTER</b>	E
<b>COURSE TITLE</b>	PSYCHOPEDAGOGY IN EARLY CHILDHOOD (3 Theory + 3 Practice)		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Theory, Lectures		3	5
Field exercises		3	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b>	MEY		
general background, special background, specialised general knowledge, skills development			
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC326/">https://eclass.uniwa.gr/courses/ECEC326/</a>		

### (123) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>LEARNING OUTCOMES LEVEL : 6</p> <p>PURPOSE OF THE COURSE.</p> <p>The aim of the course is for students to understand Psychopedagogical theory in pedagogical practice, its reflection and perspectives.</p> <p>LEARNING OUTCOMES</p> <p>Upon successful completion of the course the student will</p> <p>At a knowledge level, the student will be able to recall and describe</p> <ul style="list-style-type: none"> <li>- The basic concepts of psychopedagogy</li> <li>- The basic theories of learning motivation.</li> <li>- The effects of individual differences (e.g. intelligence, personality, etc.) on learning.</li> </ul>

- The behaviour and psychology of the learner and the teacher. The points of criticism made of their behaviour based on psychopedagogy.
  - In a clear way the multifaceted connection of psychopedagogical theories in pedagogical practice. At the skill level will be able to explain and draw conclusions about:
    - The reflective attitude to the concerns raised o the design and implementation of pedagogical practice in early childhood education settings.
    - Positive communication skills: Psycho-pedagogical communication in the classroom in the institution.
    - The Psychopedagogical positions for adequate response to individual differences of students in the classroom.
- At the competency level, he/she will be able to apply the above as follows
- Makes applications of Psychopedagogy by shaping effective learning environments.
  - May find solutions based on the principles of psychology to problems concerning teaching, learning and student behaviour.
  - He/she is able to create an appropriate framework for the 'Preparation - Implementation - Evaluation' of pedagogical work and alternative ways of disseminating it.
  - Manages Psychopedagogical practice in early childhood education of its methodology & techniques of implementation.

### **General Competences**

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

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

**(124) SYLLABUS**



1. Psycho-pedagogy - Pedagogical sciences.
2. The role of the psycho-pedagogical framework in communication, learning and development.
3. Ways of assessing motivation, metacognitive and self-regulation skills of young children in the learning process. Thinking skills.
4. Concept of self - enhancing self-esteem. Social skills. Emotion management.
5. Individual student differences and their relationship to learning. Psychopedagogy in differentiated learning and teaching. Activity theory.
6. Newer psychological approaches to pedagogical methods. Non-directionality. Alternative psychopedagogical approaches to education. Positive psychology.
7. Clinical psychopedagogy.
8. Human-centred approaches. Psychopedagogy in cognitive, social & moral-emotional development and teaching. Ecostructuralism. Pedagogical theories of J. Piaget, H. Wallon, J. Bruner, Vygotsky, C. Rogers, Ferreiro, etc.
9. Psychosocial environment of education & training. Relationships between teaching and psychopedagogy. Interactions in the classroom group.
10. Applications of Psychopedagogy in quality early childhood programs - Contemporary Trends. Design, implementation and evaluation.
11. Psychopedagogy of communicative and experiential experience. Group collaborative methods and psychodynamics. Inclusion. Interactive learning.
12. Pedagogical relationship and regulatory intervention. Adaptation. Interpersonal relationships. Conflict management.
13. Research methods in psychopedagogy.

#### FIELD LABORATORY EXERCISES

The laboratory portion of the course includes psychoeducational experiences and contemporary orientations. Applications based on the principle of engagement and accompaniment. Organization of group collaborative systems (Pedagogical Corners, Parallel workshops, Micro activity groups, etc.). Organization of a daily psycho-pedagogical programme in a framework of planning, implementation and evaluation.

Study of children's behaviour during experiential approaches to pedagogical practice in relation to the different areas of development: motor, cognitive, socio-emotional, etc.

Cooperation - communication - negotiation between children, educators, partners. Approaches to the two-way relationship: family - child - pre-school education.

Publication of psycho-educational work and non-formal forms of evaluation.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	IN THE CLASSROOM, FACE TO FACE	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory training, communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.  Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.    The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	LECTURES	60
	FIELD EXERCISE	30
	STUDY AND ANALYSIS OF LITERATURE	20
	WRITING A PAPER	20
	PROJECT DEVELOPMENT	20
	Course total (30 hours of workload per credit hour)	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure    Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other    Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	1. Written final examination (60%) including: - Topic development questions - Multiple choice questions - Multiple-choice questions, 2. Presentation of group work (40%) or individual work or alternatively 1) Creation of a pedagogical tool (50%) 2) Presentation of work (50%)  <b>IN THE FIELD EXERCISES:</b> - Interim and formative evaluation of weekly pedagogical work - Publication of the project Identified evaluation criteria are indicated and accessible to students (e-class)	

### (126) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:  
*In Greek*  
- Kalaïtzopoulou, M., (2001). The teacher as a reflective professional. Athens: Typothyto-Dardanos.  
- Koutsouvanou, E., (2012). Piaget's theory and pedagogical applications in preschool education. Athens: Papazisis.  
- Matsangouras, Il., (2003). The School Classroom (space, group, discipline, method). Athens: Grigoris.  
- Moco, Georges, (1997). Psychoanalysis and education. Athens: Kastaniotis.  
- Bagakis, G., (2002). The Educator as a researcher. Metahmio.  
- Bakirtzis, K., (2002). Communication and Education. Athens: Gutenberg.

- Wadsworth, M., (2001). Jean Piaget's theory of cognitive and emotional development. Athens: Kastaniotis.

- Panopoulou-Maratou, OI., (1998). Child, science and psychoanalysis. Athens: Kastaniotis.

- Papadopoulou, El., (1997). B. Suhomlinsky: "The school of joy" Applications and practices of a humanistic education. Thessaloniki: Kyriakidis.

- Papathanasiou, Ant. (2000). Programs and activities in state kindergartens. Athens : Typothito.

- Petrogiannis, K. & Melhuish, E., (2001). Preschool : Care - Education - Development. Athens: Kastaniotis.

- Pourkos, M., (2000). Individual Student Differences and Alternative Psychopedagogical Approaches. Athens: Gunteberg.

- Pyrounaki - Lioni, M., (2016). Psychopedagogical Tools of the Kindergarten Teacher. Athens: Thymari.

- Sidiropoulou, F., Tsaoula, N., (2008). Kindergarten and research: a landscape of multilevel communication. Athens.

- Frangos, Ch., (2000). Psychopedagogy: Issues in Pedagogy, Psychology, Education, Teaching and Learning. Athens : Gutenberg.

- Cifali, Mir., Imbert , Fr., (2005). Freud and Pedagogy. Athens: Print.

- Foulon, Jean-Noel, Mouchon, Serge, (2002). Educational Psychology. Athens: Typothito

- Goehlich, M., (2003). Child-centred dimension in learning. Athina : Printed; Giorgos Dardanos.

- Houssay, J., (2000). Fifteen educators. Stages in the history of pedagogical thought. Athens: Metamihmio.

- Kaemi - Veisari Erica, (2000). Open design in kindergarten. Erika Erika, Erika Erika, Erika Erika: Korfi.

- Lobrot, M., (2015). The intervening non-directionality in our lives. Athens: Armos.

- McLeod, J., (2005). Introduction to Counselling. Athens: Metahmio.

- Reid, Gavin (2019). Modes of Learning and Inclusion. Athens: Parisianou.

- Rogers, C., (2006). A way of being. Athens: Researchers.

- Roopnarine, L.J., Johnson. E.J., (2006). Quality early childhood education programs Examples from international practice. Athens: Papazisis.

- Vigotsky, S. L., (2000). Mind in Society - The Development of Higher Psychological Processes, Athens: Gutenberg.

*Foreign language*

- Boimare, Ser., ( 2019). Pratiquer la psychopédagogie Paris: Dunod.

- Florin, A., Crammer, Car., (2009). Enseigner a l' école maternelle. Paris: Hatier.

- Guidetti, Mich., Lallemand, Suz., Morel M., (2004). Enfances d'ailleurs, d'hier et d'aujourd'hui. P: Armand Colin.

- Patrick Ben Soussan, (2012). Le livre noir de l'accueil de la petite enfance. Éditions érès.

- Rohart, Jean-Dniel, (2013). Renouveler l'éducation. Éditions: Chronique Sociale

- Thollon-Behar, M.-P., (2015). La qualité du travail en équipe: Pour une meilleure qualité d'accueil de la petite enfance. Éditions érès.

- *Related academic journals:*  
European Early Childhood Education Research Journal

## IIAI 26: Curriculum Theory - Compulsory

### COURSE OUTLINE

#### (127) GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD CARE AND EDUCATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE STUDIES		
<b>COURSE CODE</b>	IIAI26	<b>SEMESTER</b>	5 <sup>TH</sup>
<b>COURSE TITLE</b>	CURRICULUM THEORY		

<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES	3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>		
<b>COURSE TYPE</b> <i>general background, special background, specialized general knowledge, skills development</i>	GENERAL BACKGROUND	
<b>PREREQUISITE COURSES:</b>	NONE	
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK	
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO	
<b>COURSE WEBSITE (URL)</b>		

### (128) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i>  <i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p><b>LEVEL OF LEARNING OUTCOMES: 6</b>  <b>AIM OF THE COURSE</b>  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 the centrally determined programs with local programs regarding their potential and perspectives.</p> <p>Upon successful completion of the course the student will be able to:</p> <p>A) At a knowledge level:</p> <ul style="list-style-type: none"> <li>• be aware of the concept, purpose and forms of curricula</li> <li>• be aware of the value of dissemination of scientific knowledge</li> <li>• understand the specific educational contexts in which curricula are applied</li> <li>• describe the objectives of curricula</li> </ul> <p>B) At skill level:</p> <ul style="list-style-type: none"> <li>• select and prioritize objectives and contents appropriately</li> <li>• utilize his experience and thoughts to contribute to the formation of programs</li> <li>• distinguish the differentiation parameters of curricula</li> <li>• promote scientific knowledge and learning</li> </ul> <p>C) In terms of competences:</p> <ul style="list-style-type: none"> <li>• justify the theoretical background of his/her choices</li> </ul>

- 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

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- *Search, analysis and synthesis of data and information, using the necessary technologies*
- *Adaptation to new situations*
- *Individual Work*
- *Teamwork*
- *Work in an international and interdisciplinary environment*
- *Promotion of new research ideas and inductive thinking*

**(129) SYLLABUS**

1. Orientations of curricula
2. Knowledge and power
3. Ideology and curricula
4. Design models
5. Basic elements of the curricula
6. Forms of curricula - National, regional, local
7. The hidden curriculum
8. Contents of curricula - Types of literacy
9. Cultural diversity and school knowledge
10. Incorporating technology into the program
11. Incorporating various forms of expression / art into the school curriculum
12. Update of scientific knowledge – Innovation
13. Reformation of curricula

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face, Distance learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power Point presentations, videos and other interactive teaching methods	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.  Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Interactive teaching	20
	Study and analysis of bibliography	30
	Research conduction	30
	Essay writing	30
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ul style="list-style-type: none"> <li>• Preparation and presentation of an essay (70% of the total marks)</li> <li>• Written examination (30% of the total marks)</li> </ul>	

### (131) ATTACHED BIBLIOGRAPHY

#### - Suggested bibliography:

#### In Greek:

- Althusser, L. (1983). *Ideology and Ideological Mechanisms of the State*. Positions, Athens, Foundation, publication.
- Apple, M., (1986). *Ideology and curricula*, Thessaloniki, Observer.
- Bernstein, B. (1989). *Pedagogical Codes and Social Control*, translated by Solomon I., Athens, Alexandria.
- Birbili, M., (2015). *Towards a Pedagogy of Dialogue*. Ed. Sophia.
- Bloom, B. S. & Krathwohl, D. R., (1986). *Classification of didactic objectives*, (translated by Al. Lambraki - Paganou), volume A ' - Cognitive Sector, Kodikas Publications, Athens.
- Bloom, S., Krathwohl, D. R. (1991). *Classification of didactic objectives*, Volume II Emotional Sector,

Translation: Lambraki-Paganou A., Thessaloniki, Code.

Flouris, G.S. (1983): *Curricula for a new era in education*, Athens, Grigoris.

Hatzigeorgiou, I. (2012). *Know the Curriculum*. K.TH.BAMPALIS.

National Center for Social Research (1998). For the Opening of the Social Sciences, *Report of the Gulbenkian Commission for the Restructuring of the Social Sciences*, Athens.

Gellner, E., (1996). *Civil society and its opponents*, Treaties of Freedom, Athens, Papazisis.

Kotzias, N. (1986). School and Ideology. The position of the party towards education, in: *School and Ideology*, Athens, Modern times.

Kouzelis, G., (1991). *From the experiential to the scientific world, Issues of social reproduction of knowledge*, Athens, Critique.

Kyprianos P., and Mousena E. (Ed.) (2021) *Beyond Quality - Assessment Languages in Preschool Education*. Gutenberg. Athens.

Lombardi, F., (1986). *The pedagogical perceptions of Antonio Gramsci*, Thessaloniki, Observer.

Marmarinos, I. G. (1977). *The curriculum: Sociological view*, Athens.

Matsagouras, H. (2000). *The classroom*, Athens.

Makrynioti, D., and Solomon, I., (1998). Social and Political Knowledge in School and Pedagogical Studies, *Contemporary Education*, vol. 101, pp. 58-64 and vol. 102-103, pp. 66-72.

Mousena E. (2021). *Communication and Orality in Education: Programs and Pedagogical Practices*. Gutenberg. Athena.

#### **In English:**

Barnes, D. (1976). *From Communication to Curriculum*. Harnmondesworth: Penguin.

Clay, M. (2001). *Change over time in children's literacy development*, Heinemann.

Cooper, D.J. (2000). *Literacy: Helping Children Construct Meaning*. Boston: Houghton Mifflin Company.

Dahlberg G., Moss P. & Pence A. *Beyond Quality in Early Childhood Education and Care – Languages of Evaluation*. Routledge. London and New York.

Dodge, Diane Trister. (2002). *Creative curriculum for preschool, 4th edition*. Washington, DC: Teaching Strategies.

Dowrkin, G., (1988). *The Theory and Practice of Autonomy*, Cambridge, Cambridge University.

Hoorn, V. et al. (1999). *Play at the center of the curriculum*. Prentice Hall.

Goodson, I. (1994). *Studying Curriculum: Cases and Methods*, Buckingham, Open University Press

Newman, D. Griffin, P. & Cole, M. (1989). *The Construction Zone*. Cambridge: Cambridge University Press.

Kelly A. V. (1999). *The Curriculum, Theory and Practice*, London, PCP

Mousena, E. (2021). Pluribus vs Unum as Values in Citizenship Education. In Ruby M., Angelo-Rocha, M., Hickey, M., and Agosto, V. Charlotte (Eds) *Making A Spectacle: Examining Curriculum/Pedagogy as Recovery from Political Trauma* (pp. 49-64). NC: IAP– Information Age Publishing.

ROSS A. (2000). *Curriculum, Construction and Critique*, London, Falmer Press

Young, F.D.M. (1998). *The Curriculum of the Future*, London, Falmer Press

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

Curriculum Inquiry

Education & Culture: The Journal of the John Dewy Society

Children & Society

International Journal of Education Policy & Leadership

European Early Childhood Research Journal

Early Education Journal

Early child development and care

Early Childhood Research Quarterly

Contemporary Issues in Early Childhood

Compare: A Journal of Comparative and International Education



<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	Department of Early Childhood Care and Education		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	ΓΕΝ27	<b>SEMESTER</b>	5
<b>COURSE TITLE</b>	APPLIED STATISTICS		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	ENGLISH AND GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	...		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/modules/document/?course=ECEC352">https://eclass.uniwa.gr/modules/document/?course=ECEC352</a>		

### (133) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p><b>Learning outcomes- EQF Level: 6</b></p> <p><b>The purpose of the course</b></p> <p>The course aims to enable students to understand the statistics' techniques and to become familiar with the statistical science. Additionally, upon the completion of the course of Applied Statistics the students will be able to think in a more efficient way and make better decisions in relation to the uncertainty of the future. Moreover, it will be possible to implement the theory of statistics in P/C lab with the appropriate statistical packages as SPSS.</p> <p><b>Learning outcomes</b></p> <p>After completing the course the students should:</p> <ul style="list-style-type: none"> <li>• Have basic knowledge about statistics and its application to the description and analysis of data in pedagogy science.</li> </ul>

- Understand the methods of descriptive statistics and statistical inference in topics of pedagogy research and practice.

As far as knowledge is concerned, the student will know to recollect and describe:

- The data collection and analysis
- The use of hypothesis testing
- The estimation of correlation and regression

In regard to the skills, the student will be able to explain and deduce conclusions regarding the:

- The data collection and analysis.
- The use of hypothesis testing.
- The estimation of correlation and regression .

With reference to competences the student will be capable to apply the above as follows:

- By organizing the data.
- By understanding the basic statistical tools.
- By using the statistical techniques for the analysis of real data.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

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

### **(134) SYLLABUS**

1. The role of statistics in pedagogy.
2. Basic concepts, elements of designing pedagogical research studies.
3. Population and sample.
4. Sampling methods and sampling error, types of variables.
5. Collection and presentation of the statistical data (tables, graphs).
6. Statistical descriptive measures.
7. Mean-Variance.
8. Random variables (rv), distributions of rv and study of related parameters.
9. Hypothesis tests - applications.
10. Non-parametric tests.
11. Correlation.
12. Simple linear regression
13. Design of the Questionnaire

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	<i>Face-to-face</i>	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• <i>Lectures and presentations.</i></li> <li>• <i>Use of e-class for the uploading and circulation of scientific articles, instructions, lectures, useful links, questionnaires, information related to the course conferences, etc.</i></li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	<i>Lectures</i>	50
	<i>Audiovisual material analysis</i>	20
	<i>study and analysis of bibliography</i>	30
	<i>Laboratory practice</i>	50
	<b>Course total</b>	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<b>Generally:</b> Final written examination with the option for written assignments. <b>Written examination:</b> The course examination will take place either by written exams at the end of the semester or through two written progress tests during the semester. The written progress tests are optional and exam exemption is effective in case the student has scored at least 5 in both progress tests. It should be noted students should have scored at least 5 in the first test in order to be eligible for the second test. In case a student fails at the first progress test he will not be able to take the second test but he will participate in the course exam at the end of the semester in order to pass it. The written progress tests are optional and their dates should be announced by the teacher.	

### (136) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p><b>In Greek</b></p> <p>Στατιστική με SPSS, Παπαγεωργίου Έφη, Χαλικιάς Μιλτιάδης, BROKEN HILL PUBLISHERS LTD, Έκδοση: 1/2021 Κωδ. Εύδοξος: 102070238</p> <p>Βιοστατιστική και Εφαρμογές Παπαγεωργίου Έφη ΕΚΔΟΣΕΙΣ ΝΕΩΝ ΤΕΧΝΟΛΟΓΙΩΝ ΜΟΝ. ΕΠΕ 41962286</p> <p>Εισαγωγή στη στατιστική με το SPSS ΓΙΑ ΤΙΣ ΚΟΙΝΩΝΙΚΕΣ ΕΠΙΣΤΗΜΕΣ, GARETH NORRIS, FAIZA QURESHI, DENNIS HOWITT, DUNCAN CRAMER, ΕΚΔΟΣΕΙΣ ΚΛΕΙΔΑΡΙΘΜΟΣ ΕΠΕ, Κωδ. Εύδοξος: 68387827</p> <p>Στατιστική εφαρμοσμένη στις κοινωνικές επιστήμες, Ρούσσος Πέτρος, Τσαούσης Γιάννης, Γ. ΔΑΡΔΑΝΟΣ - Κ. ΔΑΡΔΑΝΟΣ κ ΣΙΑ ΕΕ, Κωδ. Εύδοξος: 94644750</p>
--

Στατιστικές Μέθοδοι Στις Κοινωνικές Επιστήμες, Κατσή Αθανάσιος, Σιδερίδης Γεώργιος, Εμβαλωτής Αναστάσιος, Κωδ. Εύδοξος: 25815  
 Βόντα Ι. & Καραγρηγορίου Α. (2017). Εφαρμοσμένη Στατιστική ανάλυση και στοιχεία πιθανοτήτων. Αθήνα: Εκδότης Μαρίνης Χρήστος.

**In English**

M.H. Katz (1999): Multivariable Analysis. A Practical Guide for Clinicians. Cambridge University Press.

L.D. Fisher and G. van Belle (1993): Biostatistics - Methodology for the Health Sciences. Wiley, New York.

S. Holm (1979): A Simple Sequentially Rejective Multiple Test Procedure. Scandinavian Journal of Statistics, 6, 65-70.

J.C. Hsu (1996): Multiple Comparisons. Theory and methods. Chapman and Hall.

Zikmund, W. G. (2003). Business Research Methods, Ohio: Thomson Southwestern

Matthews B & Ross L (2010). Research Methods: A Practical Guide for the Social Sciences, Pearson Education

-:

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

**COURSE OUTLINE**

**(137) GENERAL**

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION & CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE STUDIES		
<b>COURSE CODE</b>	IIAI 28	<b>SEMESTER</b>	5 <sup>th</sup>
<b>COURSE TITLE</b>	PEDAGOGY OF THE IMAGE		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures & Laboratory Exercises		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		

**(138) LEARNING OUTCOMES****Learning outcomes**

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

*Consult Appendix A*

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

**LEVEL OF LERNING OUTCOMES: 6****PURPOSE OF THE COURSE**

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.).

**LEARNING OUTCOMES**

After the successful completion of the course the students:

A) at a **knowledge** level they will be able to recall and describe:

- Basic issues, theories and aspects about Graphic Literatures
- The way Graphic Literatures develop their narratives, with their own means
- Multiliteracies as a rigorous methodology and not only as a linguistic lesson. The students will have already been familiar with the wide concept of “texts”, as texts can be written or oral or can be implemented by any other way and means.

B) at **skill** level they will be able to explain and draw conclusions about:

- The boundaries of Literacy witch include not only the language, but many other means of meaning making.
- Creation of their own material as a combination of observation and imagination which contribute to creative expression.

C) in terms of **competences** they will be able to apply the above as follows:

- Create multimodal codes (written, oral, visual, audio, physical, tactile, spatial) and new digital media in order to produce meanings.
- Analyze and experiment with creating their own figurative meta-texts and identify the image features (style, focus, angle).
- Evaluate interactions with children by engaging with them in different environments and communication situations, using images, photographs, drawings and symbols.

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

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

### (139) SYLLABUS

<ol style="list-style-type: none"> <li>1. The pedagogical use of Image</li> <li>2. Image and the new literacy models- Pedagogical aims</li> <li>3. Multiliteracies, from Literacy to Multiliteracies</li> <li>4. Features of Multiliteracies</li> <li>5. Multiple “readings” of the Image. Communication through image</li> <li>6. Multiple view interpretations</li> <li>7. Polysemy and Multimodality, definitions, connections</li> <li>8. Multimodal “Texts”, texts’ types, boundaries</li> <li>9. Meaning making, Principles of Semiotics</li> <li>10. Analysis of children’s drawings, children’s books, children’s movies</li> <li>11. Communication codes. The interaction between image and speech (oral and written)</li> <li>12. Digital Media</li> <li>13. Proposals of how to use the image in Pre-School Education. Broadening the aim of the Literacy’s Pedagogy</li> </ol> <p>The workshop part of the course provides students with a chance to create and analyze multimodal texts, as on their own, as also with children, and to practice experiential comprehension, evaluate and reflect ‘reading’ images.</p>
--

# (140) TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ICT in teaching, laboratory education, communication with students	
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	Lectures	60
	Laboratory practice	30
	Study and analysis of Bibliography	15
	Project	15
	Essay writing	15
	Artistic creativity	15
	Course total	<b>150</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Final written examination (60%) which include:</p> <ul style="list-style-type: none"> <li>• Extended Answer Questions</li> <li>• Multiple choice questionnaires,</li> <li>• Short-answer questions</li> <li>• Problem solving</li> </ul> <p>Presentation of Team Written Work (40%) or Individual</p>	

## (141) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography: In Greek Language</p> <ol style="list-style-type: none"> <li>1. Ασωνίτης, Π. (2001). <i>Η εικονογράφηση στο βιβλίο παιδικής λογοτεχνίας</i>. Αθήνα: Καστανιώτης.</li> <li>2. Κωνσταντινίδου-Σέμογλου, Ουρ., (2005). <i>Εικόνα και παιδί</i>. Θεσσαλονίκη: Cannot not design publications.</li> <li>3. Μαρτινίδης, Π. (1991). <i>Κόμικς – Τέχνη και τεχνική της εικονογράφησης</i>. Θεσσαλονίκη: ΑΣΕ</li> <li>4. Μίσσιου, Μ. (2010). <i>Τα κόμικς από το περίπτερο στη σχολική τάξη</i>. Αθήνα: ΚΨΜ</li> <li>5. Οικονομίδου, Σ. (2006). «Η ενηλικίωση του βλέμματος: το παιδί – αναγνώστης μεταξύ εικόνας και κειμένου», στο Καλογήρου, Τ. (επιμ.) <i>Το Εικονογραφημένο Βιβλίο δεν είναι Μόνο για Παιδιά</i>. Αθήνα: Ο Κύκλος του Ελληνικού Παιδικού Βιβλίου.</li> <li>6. Οικονομίδου, Σ. (2011). <i>Χίλιες και Μία Ανατροπές: η Νεότερικότητα στη Λογοτεχνία για Μικρές</i></li> </ol>
--



Ηλικίες. Αθήνα: Πατάκης.

7. Οικονομίδου, Σ. (2015). *Το παιδί πίσω από τις λέξεις. Ο εννοούμενος αναγνώστης των παιδικών βιβλίων*. Αθήνα: Gutenberg.
8. Παπαντωνάκης, Γ. & Κωτόπουλος, Τ. (2011). *Σκηνικό, Χαρακτήρες, Πλοκή*. Αθήνα: Ίων.
9. Σβαλίσκου, Χ. (2011). *Η ερμηνεία της εικόνας ως σημείου της οπτικής επικοινωνίας*. Θεσσαλονίκη: University Studio Press.
10. Σιβροπούλου, Ρ. (2004). *Ταξίδι στον κόσμο των εικονογραφημένων μικρών ιστοριών: Θεωρητικές και διδακτικές διαστάσεις*. Αθήνα: Μεταίχμιο.
11. Τζαφεροπούλου, Μ.Μ. (επιμ.) (2001). *Η Συγγραφή και η Εικονογράφηση*. Αθήνα: Καστανιώτης.
12. Τσιλμένη, Τ. (2007). *Εικονογραφημένο Παιδικό Βιβλίο: Όψεις και Απόψεις*. Βόλος: Πανεπιστημιακές Εκδόσεις Θεσσαλίας.
13. Baynham, M. (2002). *Πρακτικές Γραμματισμού*, (μτφρ. Μ. Αραποπούλου). Αθήνα: Μεταίχμιο.
14. Cope, B., M., Kalantzis, N., Στελλάκης & E., Αρβανίτη, (2019). *Γραμματισμοί. Μια παιδαγωγική διαφοροποιημένου σχεδιασμού και πολυτροπικών νοηματοδοτήσεων*, μτφ. Γ.Χρηστίδης. Αθήνα: Κριτική
15. Kress, G. & Leeuwen van T. (2010). *Η ανάγνωση των εικόνων*. Αθήνα: Επίκεντρο.
16. McCloud, S. (2014). *Κατανοώντας τα κόμικς*. Αθήνα: Webcomics-N. Καμπουρόπουλος
17. Nodelman, P. (2009). *Λέξεις για εικόνες – Η αφηγηματική τέχνη του παιδικού εικονογραφημένου βιβλίου*. Αθήνα: Πατάκης.
18. Ong, W. (2005). *Προφορικότητα και εγγραμματοσύνη* (μτφρ. Κ. Χατζηκυριάκου, επιμ. Θ.Παραδέλλη), Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.
19. Sontag, S. (1993). *Περί φωτογραφίας*. μτφ. Ηρακλής Παπαϊωάννου, Αθήνα: Εκδόσεις Φωτογράφος.

-In other languages

1. Battut, E., & Bensimhon, D. (2001). *Lire et comprendre les images a l' ecole*. Paris: Retz.
2. Kress, G. (2003). *Literacy in the New Media Age*. London and New York: Routledge.
3. Van Leeuwen, T. & Jewitt, C. (επιμ.) (2001). *The Handbook of Visual Analysis*. London: Sage Publications.

- Related academic journals:

*Journal of Visual Culture*, SAGE Publishing (2002- current)

## ΠΑΙ 29: Young Children in Institutional Care and in Health Care Institutions - Compulsory Elective COURSE OUTLINE

### (142) GENERAL

SCHOOL	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
ACADEMIC UNIT	EARLY CHILDHOOD EDUCATION AND CARE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΠΑΙ 29	SEMESTER	5 <sup>th</sup>
COURSE TITLE	YOUNG CHILDREN IN INSTITUTIONAL CARE AND IN HEALTH CARE INSTITUTIONS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organization of teaching and the teaching</i>			

<i>methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	..		

### (143) LEARNING OUTCOMES

#### Learning outcomes

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

*Consult Appendix A*

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

#### LEVEL OF LEARNING OUTCOMES: 6

##### COURSE AIM

The purpose of the course is a) to help students understand that young children living in institutional (residential) care or in health care institutions (hospitals) need a different pedagogical approach than children attending a program at a daycare settings b) to understand how they can contribute as educators through pedagogical programs and through play in promoting the health and well-being of children and c) be able to create quality and flexible programmes that respond to these particular circumstances and the needs of children, taking into account the fear, anxiety or mental and physical pain that the child living in the facility may experience d) understand the importance of working closely with the family and participating in multidisciplinary teams in order to promote the health and well-being of the child.

##### LEARNING OUTCOMES

After the successful completion of the course the student

At a knowledge level will be able to recall and describe:

- The basic pedagogical principles that govern the education and care of children living in institutional care and health care institutions
- The basic principles governing the health and well-being of young children living in these settings and the ways and means by which it can be safeguarded
- The pedagogical practices used in institutional care settings
- Pedagogical practices used in health care institutions

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

- The principles of organising pedagogical practice with these vulnerable groups
- The pedagogical programmes for these vulnerable groups of children
- pedagogical practices to protect and promote the education and well-being of children living in institutional and health care institutions

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

- Organise, define and implement the pedagogical programme according to the different type of setting (institutional care, health care setting) and the individual needs of the children
- To organise quality pedagogical programmes in order to be implemented by others (nursing staff, parents)
- To ensure the participation, safety and well-being of all children.
- To be able to work in a multidisciplinary environment and with the child's family

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

**(144) SYLLABUS**

## COURSE CONTENT

- 1.Young children in institutional care and health care facilities - Education and Care
- 2.Play therapy: Literature review
- 3.The role of the early childhood educator in institutional care and in health care settings
- 4.Creating spaces for play in institutional care and in health care settings
- 5.Individualised activities for children living in for prolonged periods in institutional care and in health care settings
- 6.Organising a pedagogical programme for ill children, providing guidelines/instructions for parents and nursing staff.
- 7.Daily pedagogical programme: Playing in the playroom/playing in bed
- 8.Activities to address the effects of living in an environment with poor stimuli -Activities to regain skills lost due to illness or long-term hospitalization
- 9.The global language of play: Organising activities for children with different languages and cultures living in refugee camps
- 10.Preparing the child for a change of environment - Preparing the child through play for medical interventions
- 11.Involving the child in decisions concerning his/her health and well-being. Supporting the child's family
- 12.The multidisciplinary approach to children in institutional care and in health care settings
- 13.Written records and the contribution of the educator to multidisciplinary teams

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

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> <li>- Use of ICT in face-to-face teaching (slides and videos)</li> <li>- Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students.</li> <li>- Use of e-mail for communication with students.</li> </ul>	
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	Lectures	50
	Interactive teaching	40
	Assignments	30
	Study and analysis of bibliography	30
	Course total	150
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written final exams</p> <ul style="list-style-type: none"> <li>- Short-answer questions</li> <li>- Open-ended questions</li> </ul> <p>Or/and individual written assignment</p>	

**(146) ATTACHED BIBLIOGRAPHY**

- Suggested bibliography:

Bakermans-Kranenburg, Marian J., Kelley McCreery Bunkers, Natasha A. Dobrova-Krol, Patrice Engle, Fox, N. A., Gamer, G., Goldman, P (2021). *The development and care of institutionally reared children*. Child Development Perspectives 6, no. 2: 174-180.

Gallagher, B., Brannan, C., Jones, R., & Westwood, S. (2004). *Good practice in the education of children in residential care*. British Journal of Social Work, 34(8), 1133-1160.

Hubbuck, C. (2009). *Play for sick children: Play specialists in hospitals and beyond*. Jessica Kingsley Publishers.

Webster, A. (2000). *The facilitating role of the play specialist*. Paediatric Nursing, 12(7), 24.

Harris, H. (2007). *Hospital play specialists*. Practical Professional Child Care, 4(10), 14-15.

Jackson, S. (1988). *Residential care and education*. Children & Society, 2(4), 335-350.

Jennings, S., & Holmwood, C. (Eds.). (2020). *Routledge International Handbook of Play, Therapeutic Play and Play Therapy*. Routledge.

Kirk, J., & Cassity, E. (2007). *Minimum standards for quality education for refugee youth*. Youth Studies Australia, 26(1), 50-56.

Morland, L., Ives, N., McNeely, C., & Allen, C. (2016). *Providing a head start: Improving access to early childhood education for refugees*. Washington, DC: Migration Policy Institute.

Thomas, R. L. (2016). *The right to quality education for refugee children through social inclusion*. Journal of Human Rights and Social Work, 1(4), 193-201.

Tonkin, A. (Ed.). (2014). *Play in healthcare: Using play to promote child development and wellbeing*. Routledge.

Tonkin, A. and Whitaker, J. (2019) *Play and Playfulness for Public Health and Wellbeing*. London: Routledge

IJzendoorn, V., Marinus H., Palacios, J., Sonuga-Barke, E., Gunnar, M.R., Vorria,P., McCall, R.B., Le Mare, L., Bakermans-Kranenburg,M.J, Dobrova-Krol,N.A, Juffer. F. (2011) I. *Children in institutional care: Delayed development and resilience*. MONOGRAPHS of the Society for RESEARCH in Child Development 76, no. 4 8-30.

Ward, B. (1996). *Good grief: Exploring feelings, loss, and death with under elevens: A holistic approach* (Vol. 1). Jessica Kingsley Pub.

- *Related academic journals:*  
 Children & Society  
 Journal of the Association for the Care of Children's Health  
 Child and Adolescent mental Health  
 Journal of Human Rights and Social Work

## IIAI 30: Creative Integration of Digital Technologies in Early Childhood - Compulsory Elective

### COURSE OUTLINE

#### (147) GENERAL

<b>SCHOOL</b>	Administrative, Economics and Social Sciences		
<b>ACADEMIC UNIT</b>	Early Childhood Education and Care		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	IIAI30	<b>SEMESTER</b>	5 <sup>TH</sup>
<b>COURSE TITLE</b>	Creative integration of digital technologies in early childhood		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES AND LABORATORY EXERCISES		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> general background, special background, specialised general knowledge, skills development	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	N/A		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		

<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC321/">https://eclass.uniwa.gr/courses/ECEC321/</a>

### (148) LEARNING OUTCOMES

#### **Learning outcomes**

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

*Consult Appendix A*

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

LEVEL OF LEARNING OUTCOMES: 6

#### **PURPOSE OF THE COURSE**

The purpose of the course is to enable students to understand the concept of the two-way relationship: child - new digital technologies as a creative activity - educational process and development. To acquire skills on the pedagogical use of new technologies in the field of preschool children's education and to be able to creatively integrate new technologies in their daily practice and pedagogical program.

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

At the knowledge level will be able to:

- Be familiar and acquainted with the pedagogical nature of digital technologies and digital toys that can be used in their daily practice.
- To be informed about safety issues, risks and disadvantages of using digital technologies.
- promote their digital literacy/digital capabilities and understand the role of their pedagogical philosophy in the use of new technologies
- Understand their pedagogical role in relation to new technologies and their advisory role towards parents and the community.

In terms of skills they will be able to:

- Critically evaluate new technologies and make appropriate decisions about which technologies are suitable for their environment/children.
- Identify and eliminate stereotypes and promote equality and equity in the use of and access to new technologies.
- To record and study children's behaviour in the context of systematic observation when using new technologies.

At the level of competences they will be able to:

- To organize learning centres with digital technologies and/or enrich other centres with digital media. To organise experiences and activities with the help of new technologies, promoting the active participation of children.
- Coordinate projects and experiential activities inside and outside the nursery using new technologies.
- Use new technologies in their communication with parents and the community, in the evaluation/review of their pedagogical work and in their critical reflection.

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

(149) SYLLABUS



1. Introduction, use and evaluation of new technologies in early childhood education. Pedagogical approaches.
2. Ways of integrating new technologies into pedagogical practice. Link with learning theories.
3. Investigation of children's behaviour when using new technologies. Digital and free play.
4. Systematic observation and study of results from the integration of new technologies into the pedagogical program. Studies, programs, actions and reflections.
5. Evaluation of new technologies, various digital applications and digital games already used in early childhood settings.
5. Creative activities with new technologies in preschool I: applications of drawing and storytelling.
6. Creative use of new technologies in early childhood II: games, presentation, image and video editing programmes.
7. Creative use of new technologies in early childhood III: music and sound editing programmes.
8. Creative use of new technologies in early childhood III: robotics and computational thinking, augmented and virtual reality.
9. The free/flexible open spaces and creativity movement (Makerspaces - Tinkering - Makers).
10. The 'positive' contribution of new technologies in the field of special education and in particular for pre-school children with special 'skills'.
11. The role of the educator when using new technologies. Digital literacy for children and educators.
12. Ergonomics and safety in the field of early childhood settings in relation to the introduction of new technologies. Risks and precautions. Cooperation with parents and the community. Digital footprint and good digital practices.
13. Methods of organizing a technology "centre" - enriching other centres inside and outside the early childhood setting. Scenarios and work plans with a focus on new technologies.

#### Laboratory exercises

During the laboratory exercises students will get acquainted and 'play' with various digital applications, software, online games, robot games and other technologies that can be useful in their pedagogical work.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to Face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Lectures with slides/projector, e-class material (slides, pdfs), scientific websites, videos, forums, blogs, robotics, software, online games, social media, communication with students via emails.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	20
	Laboratory exercises	20
	Study and analysis of bibliography	50
	Project presentation	20
	Non-directed study	40
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Interim formative assessment through a group public presentation (selection of a digital application or game) and a written assignment evaluating the selected application/game based on literature (40%).</p> <p>Group work/essay on a topic: "Designing the digital policy of the early childhood setting" (60%).</p> <p>Identified assessment criteria are indicated and accessible by students (e-class).</p>	

**(151) ATTACHED BIBLIOGRAPHY**

<p>- <i>Suggested bibliography:</i></p> <p>Colliver, Y., Hatzigianni, M., &amp; Davies, B. (2019). Why can't I find quality apps for my child? A model to understand all stakeholders' perspectives on quality learning through digital play. <i>Early Child Development and Care</i>, 190(16), 2612-2626, DOI: <a href="https://doi.org/10.1080/03004430.2019.1596901">10.1080/03004430.2019.1596901</a></p> <p>Danby, S., Fleer, M., Davidson, C., &amp; Hatzigianni, M. (2018). <i>Digital Childhoods. Technology in children's everyday lives</i>. Springer publications.</p> <p>Breathnach, H., Danby, S., &amp; O'Gorman, L. (2017). 'Are you working or playing?' Investigating young children's perspectives of classroom activities. <i>International Journal of Early Years Education</i>, 25(4), 439-454. doi:10.1080/09669760.2017.1316241</p>
--

- Broekman, F. L., Piotrowski, J. T., Beentjes, H. W. J., & Valkenburg, P. M. (2016). A parental perspective on apps for young children. *Computers in Human Behavior*, 63, 142–151. doi:10.1016/j.chb.2016.05.017
- Christakis, D. A. (2014). Interactive media use at younger than the age of 2 years: Time to rethink the American academy of pediatrics guideline? *JAMA Pediatrics*, 168(5), 399–400. doi:10.1001/jamapediatrics.2013.5081
- Fotakopoulou, O., Hatzigianni, M., Dardanou, M., Unstad, T., & O'Connor, J. (2020). An international exploration of early childhood educators' attitudes and beliefs around the use of touchscreen technologies by children under three years of age. *European Early Childhood Education Research Journal*, 28(2), 272-285.
- Hirsh-Pasek, K., Zosh, J. M., Golinkoff, R. M., Gray, J. H., Robb, M. B., & Kaufman, J. (2015). Putting Education in "Educational" Apps. *Psychological Science in the Public Interest*, 16(1), 3–34. doi:10.1177/1529100615569721
- Hatzigianni, M., & Kalaitzidis, I. (2018). Early childhood educators' attitudes and beliefs around the use of touchscreen technologies by children under three years of age. *British Journal of Educational Technology*, 49(5), 883-895. <http://dx.doi.org/10.1111/bjet.12649>
- Hatzigianni, M., Greogriadis, A., Karagiorgou, I., & Chatzigeorgiadou, S. (2018). Using tablets in free play. The implementation of the digital play framework in Greece. *British Journal of Educational Technology*, 49(5), 928-942. Doi: <http://dx.doi.org/10.1111/bjet.12620>
- Hatzigianni, M. (2017). Transforming early childhood experiences with digital technologies. *Global Studies of Childhood*, 8(2), 173-183. Doi: <https://doi.org/10.1177/2043610617734987>
- Hatzigianni, M., & Margetts, K. (2012). 'I am very good at computers': Young children's computer use and their computer self-esteem. *European Early Childhood Education Research Journal*, 20(1), 3-20.
- Hatzigianni, M., & Margetts, K. (2010). Observing children when using computers. *International Research in Early Childhood Education*, 1(2), 69-86.
- National Association for the Education of Young Children, & Fred Rogers Center. (2012). Position statement: Technology and young children. Washington, DC: Author. Retrieved from <http://www.naeyc.org/content/technology-and-youngchildren>
- O'Connor, J., Fotakopoulou, O., Hatzigianni, M., Fridberg, M. (2019). Parents' perspectives on the use of touchscreen technology by 0-3year olds in the UK, Greece, Sweden and Australia. In I. Palaologou, & C. Grey (Eds.), *Early Learning in the Digital Age: Digital Pedagogy and Early Childhood* (pp. 77-93). UK: Sage Publications.
- Palaologou, I. (2016). Children under five and digital technologies: Implications for early years pedagogy. *European Early Childhood Education Research Journal*, 24(1), 5–24. doi:10.1080/1350293X.2014.929876
- Papadakis, S., Kalogiannakis, M., & Zaranis, N. (2018). Educational apps from the android Google play for Greek preschoolers: A systematic review. *Computers & Education*, 116, 139–160. doi:10.1016/j.compedu.2017.09.007
- Plowman, L., & McPake, J. (2013). Seven myths about young children and technology. *Childhood Education*, 89(1), 27–33. doi:10.1080/00094056.2013.757490

-Related academic journals:

British Journal of Educational Technology

Computers & Education

Technology, Pedagogy and Education
International Journal of Early Years Education
Computers in human behaviour
International Journal of Child-Computer Interaction

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

**COURSE OUTLINE**

**(152) GENERAL**

SCHOOL	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨYX31	SEMESTER	5
COURSE TITLE	EARLY LANGUAGE AND COMMUNICATION DEVELOPMENT		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	..		

**(153) LEARNING OUTCOMES**

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

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

#### LEVEL OF LEARNING OUTCOMES: 6

##### AIM OF THE COURSE

To present a comprehensive overview of the normal development of speech and language. Specifically, this course examines 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.

##### LEARNING OUTCOMES

Upon successful completion of the course the student will be able

- at a **knowledge level**, to recall and describe:
  - Fundamental concepts of language development.
  - The evolution of language.
  - Research methods in language development.
  - Theories in language development.
  - Development of phonology, grammar, semantics and pragmatics.
  - Brain and language development.
  - Cognitive and communicative prerequisites for language development.
  - Bilingualism.
- at the **skills level**, to explain and draw conclusions about:
  - Fundamental concepts of language development.
  - The evolution of language.
  - Research methods in language development.
  - Theories in language development.
  - Development of phonology, grammar, semantics and pragmatics.
  - Brain and language development.
  - Cognitive and communicative prerequisites for language development.
  - Bilingualism.
- in terms of **competences**, to apply the above as follows:
  - Formation of effective education and care programs for infants and toddlers.
  - Research on early language and communication development.
  - Identifying language delays.
  - Managing infants and toddlers with language delays and their family.

##### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

#### (154) SYLLABUS

27. Language – Speech - Communication. 28. Levels of language analysis: Phonology, Grammar (Morphology – Syntax), Semantics, Pragmatics 29. The evolution of language. 30. Research methods for language development. 31. Theories of language development. 32. Brain and language. Critical and sensitive period. 33. Prerequisites for language development. 34. Phonological development. 35. Grammar development. 36. Semantics development. 37. Pragmatics development. 38. Bilingualism. 39. Conclusions
--

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>- Use of ICT in teaching (slides, videos, etc.)</li> <li>- Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students.</li> <li>- Use of e-mail for communication with students</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester workload</b>
	Tutorials	40
	Exercises - Material analysis	40

<i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Study and analysis of relevant bibliographic sources	20
	Independent study	50
	Total	150
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ul style="list-style-type: none"> <li>– Written assignment (20%)</li> <li>– Written final exams at the end of the semester with open answer and multiple-choice questions (80%)</li> </ul> Language of evaluation: Greek	

#### (156) ATTACHED BIBLIOGRAPHY

**Greek**  
 Ανδρέου, Γ. (2012). *Γλώσσα: Θεωρητική και μεθοδολογική προσέγγιση*. Αθήνα: Πεδίο.  
 Βογινδρούκας, Ι., Οκαλίδου, Α. & Σταυρακάκη, Σ. (Επιμ). (2010). *Αναπτυξιακές γλωσσικές διαταραχές*. Αθήνα: Επίκεντρο.  
 Βοσνιάδου, Σ. (1995). *Κείμενα Εξελικτικής Ψυχολογίας*, Α' Τόμος, Γλώσσα. Αθήνα: Gutenberg.  
 Cole, M. & Cole, S.R. (2001). *Η ανάπτυξη των παιδιών*, Τόμος Β, Κεφ. 8. Αθήνα: Τυπωθήτω.  
 Κατή, Δ. (2000). *Γλώσσα και επικοινωνία στο παιδί*. Αθήνα: Οδυσσέας.  
 Μότσιου, Ε. (2017). *Εισαγωγή στην ανάπτυξη της γλώσσας*. Θεσσαλονίκη: University Studio Press.  
 Νικολόπουλος, Δ. & Ξενάκη, Χ. (2016). *Γλωσσική ανάπτυξη και διαταραχές*. Αθήνα: Τόπος.  
 Παπαηλιού, Χ. (2005). *Η ανάπτυξη της γλώσσας*. Αθήνα: Παπαζήσης.  
 Πόρποδας, Κ. (1992). *Γνωστική Ψυχολογία*, Τόμος 2, Θέματα ψυχολογίας της γλώσσας – Λύση προβλημάτων. Αθήνα.

**English**  
 Barrett, M. (Ed.) (1999). *The Development of language*. London: Psychology Press.  
 Bloom L. (1993). *Language development from two to three*. Cambridge: Cambridge University Press.  
 Fenson, L. (1994). *Variability in early communicative development*. Chicago: Society for Research in Child Development.  
 Fletcher, P. & Garman, M. (1986). *Language acquisition: Studies in first language development*. Cambridge: Cambridge University Press  
 Fletcher, P. & MacWhinney, B. (Eds.) (1995). *The handbook of child language*. Oxford: Blackwell.  
 Hoff, E. (2009). *Language development*. Belmont: Wadsworth Cengage Learning.  
 Owens, R. E. (1996). *Language development: An introduction*. Boston: Allyn and Bacon.  
 Sue Savage-Rumbaugh, E.S. (1993). *Language comprehension in ape and child*. Chicago: Society for Research in Child Development.  
 Tomasello, M. (2014). *The new Psychology of Language*. New York: Psychology Press.

**Journals**

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

**COURSE OUTLINE**

**(157) GENERAL**

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION & CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>ΨYX32</b>	<b>SEMESTER</b>	5TH
<b>COURSE TITLE</b>	EDUCATIONAL PSYCHOLOGY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	DEVELOPMENTAL PSYCHOLOGY I		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC351/">https://eclass.uniwa.gr/courses/ECEC351/</a>		

**(158) LEARNING OUTCOMES**

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> </ul>
---



- *Guidelines for writing Learning Outcomes*

## **LEVEL OF LEARNING OUTCOMES: 6**

### **COURSE OBJECTIVE**

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 are examined 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 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, 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.

### **LEARNING OUTCOMES:**

Upon successful completion of this course:

At the **knowledge** level, the student will be able to recall and describe:

- basic theoretical concepts, the framework and the axes of Educational Psychology
- the current knowledge and research on learning theories
- the key factors that affect learning and are related to teaching
- the basic psychological and educational principles that can improve the effectiveness of teaching
- the basic principles, strategies, and techniques of differentiated teaching
- the basic principles of inclusive education
- the basic psychological and educational principles that can improve the effectiveness of teaching
- the importance of the role of the educator/teacher in the learning process

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

- the current knowledge and research on learning theories
- the key factors that affect learning and are related to teaching
- the basic psychological and educational principles that can improve the effectiveness of teaching
- the basic principles, strategies, and techniques of differentiated teaching
- the basic principles of inclusive education
- the basic psychological and educational principles that can improve the effectiveness of teaching
- the importance of the role of the educator/teacher in the learning process

At the **competences** level, the student will be able to apply the above, as follows:

- correlate the effects of individual differences on learning
- plan and organize educational activities, based on modern teaching methods (e.g. differentiated teaching)
- compare different teaching methods and select the appropriate one, based on the educational application environment and the learning object
- design evaluation sheets according to the objectives and educational activities
- discuss on issues of student assessment and the learning process and suggest ways of pedagogically utilizing it
- provide examples of educational applications in hypothetical educational environments
- recognize and support the importance of promoting and empowering positive behavior, in the context of classroom/group management

<b>General Competences</b> Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking ... .. Others... ... ..
<ul style="list-style-type: none"> <li>● Working in an interdisciplinary environment</li> <li>● Production of new research ideas</li> <li>● Respect for diversity and multiculturalism</li> <li>● Showing social, professional, and ethical responsibility and sensitivity to gender issues</li> <li>● Criticism and self-criticism</li> <li>● Promoting free, creative, and inductive thinking</li> </ul>	

(159) SYLLABUS

1. Definition, field, and methodology of Educational Psychology, historical background
2. Learning: Conceptual clarifications, types of learning, learning and development
3. Psychophysiology of learning functions
4. Learning theories and their applications in educational practice
5. Motivation: Conceptual clarification, relevant theories and applications in educational practice
6. Individual differences and learning
7. Psycho-pedagogical aspects of student assessment
8. Cognitive processes (memory, thinking), learning, and educational practice
9. Transfer of learning
10. General and special learning difficulties
11. Learning problems related to socio-economic, cultural, and educational factors
12. Classroom management and interpersonal relationships at school
13. The necessity of the psycho-pedagogical training of the teaching and other educational staff

# (160) TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face lectures	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> <li>• Use of ICT in face-to-face teaching (slide show and video view).</li> <li>• Use of the asynchronous e-learning platform (e-class) for distribution of educational material and synchronous and asynchronous communication with students.</li> <li>• Communication with students via email.</li> </ul>	
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	Lectures	50
	Scientific literature study and analysis	50
	Independent home study	50
	Course total	<b>150</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> <li>• Written assignment (optional, additional to the final overall grade)</li> <li>• Written final exam at the end of the semester with essay type and multiple choice questions.</li> </ul> <p>Assessment language: Greek</p>	

## (161) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Μαριδάκη-Κασσωτάκη, Α. (2011). <i>Παιδαγωγική ψυχολογία</i>. Διάδραση.</p> <p>O'Donnell A. M., Reeve J., &amp; Smith J. K. (2021). <i>Εκπαιδευτική Ψυχολογία: Αναστοχασμός για δράση</i> (Δ. Τομαράς, Μτφ. – Γ. Μανωλίτσης &amp; Φ. Αντωνίου, Επιμ.). Gutenberg.</p> <p>Santrock, J. W. (2020/2021). <i>Εκπαιδευτική Ψυχολογία</i> (6η έκδ., Ε. Ρέντα, Μτφ. – Α. Σ. Αντωνίου &amp; Φ. Πολυχρόνη, Επιμ.). Τζιόλας.</p> <p>Woolfolk, A. (2016/2019). <i>Εκπαιδευτική Ψυχολογία</i> (2η έκδ., Ν. Κουβαράκου, Μτφ. – Ε. Μακρή – Μπότσαρη, Επιμ.). Ίων.</p> <p>Καψάλης, Α. (2006). <i>Παιδαγωγική Ψυχολογία</i>. Αφοί Κυριακίδη.</p> <p>Eggen, P. &amp; Kauchak, D. (2016/2017). <i>Εκπαιδευτική ψυχολογία: Νέοι ορίζοντες στη μάθηση και τη διδασκαλία</i> (Κ. Λυκισάκου, Α. Μπακοπούλου, Μτφ. – Π. Δημητροπούλου, Επιμ.). Κριτική.</p>
---

Slavin, R. E. (2007). *Εκπαιδευτική ψυχολογία: Θεωρία και πράξη* (Λ. Εκκεκάκη, Μτφ. – Κ. Μ. Κόκκινος, Επιμ.). Μεταίχμιο.

Κολιάδης, Ε. (2005). *Θεωρίες μάθησης και εκπαιδευτική πράξη: Τόμ. 1. Συμπεριφοριστικές θεωρίες*. Αυτοέκδοση.

Κολιάδης, Ε. (2006). *Θεωρίες μάθησης και εκπαιδευτική πράξη: Τόμ. 2. Κοινωνιογνωστικές θεωρίες*. Αυτοέκδοση.

Κολιάδης, Ε. (2007). *Θεωρίες μάθησης και εκπαιδευτική πράξη: Τόμ. 3. Γνωστικές θεωρίες*. Αυτοέκδοση.

Γιαβρίμης, Π. (2010). *Ζητήματα παιδαγωγικής και σχολικής ψυχολογίας*. Σιδερής.

- *Related academic journals:*  
 Journal of Educational Psychology  
 European Journal of Psychology of Education

### ΨΥΧ 33: Cognitive Psychology - Compulsory Elective

#### COURSE OUTLINE

##### (162) GENERAL

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION & CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΨΥΧ33	<b>SEMESTER</b>	5th
<b>COURSE TITLE</b>	COGNITIVE PSYCHOLOGY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	3
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	DEVELOPMENTAL PSYCHOLOGY I & II		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

##### (163) LEARNING OUTCOMES

### **Learning outcomes**

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

*Consult Appendix A*

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

### **LEVEL OF LEARNING OUTCOMES: 6**

#### **PURPOSE OF THE COURSE**

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.

#### **LEARNING OUTCOMES**

Upon successful completion of the course the student

At the level of **knowledge**, he/she will be able to recall and describe:

- Basic theoretical models of cognitive psychology for the function of cognitive processes in the brain.
- the basic concepts and research methods used in cognitive psychology
- important empirical findings related to basic cognitive processes (eg perception, memory, problem solving, decision making, language)
- the various fields of research that are the subject of cognitive psychology.
- cognitive and metacognitive strategies useful in the context of education

At **skill** level, he/she will be able to explain and draw conclusions about:

- Basic theoretical models of cognitive psychology for the function of cognitive processes in the brain.
- the basic concepts and research methods used in cognitive psychology
- important empirical findings related to basic cognitive processes (eg perception, memory, problem solving, decision making, language)
- the various fields of research that are the subject of cognitive psychology.

At the level of **ability**, he/she will be able to apply the above as follows:

- refer to the applications of theoretical approaches and research of cognitive psychology in learning and teaching
- to develop critical thinking, through familiarity with the relevant scientific literature.
- to decode information, through information processing theory and contemporary models of their interpretation.
- plan and organize educational activities based on the findings of cognitive psychology
- discuss child development issues based on the findings of relevant research in the field of cognitive psychology

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

#### (164) SYLLABUS

1. Approaches to cognitive psychology
2. Optical illusions
3. Perception of size
4. Recognition & Visual perception - mental illustration
5. Attention
6. Long-term, short-term / working human memory
7. Oblivion
8. Visual testimony
9. Concepts
10. Problem solving
11. Reasoning
12. Cognitive Function and Emotion
13. Consciousness

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

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> <li>• Use of ICT in teaching (slide show and video).</li> <li>• Use of an electronic platform for distribution of educational material as well as for synchronous and asynchronous communication with students.</li> <li>• Use of e-mail to communicate with students.</li> </ul>	
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	Lectures	50
	Study and analysis of bibliography	50
	Independent study	50
	Course total	<b>150</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> <li>• Elaboration of written work (Optional, additional).</li> <li>• Written final exam at the end of the semester with open- ended and multiple-choice questions.</li> </ul> <p>Language of evaluation: Greek</p>	

**(166) ATTACHED BIBLIOGRAPHY**

- Eysenck, M. W. (2010). *Fundamentals of Cognition*. Αθήνα: Gutenberg.
- Siegler, S.R. (2021). *Children's Thinking*. Αθήνα: Gutenberg.
- Roussos, P. L. (2012). *Cognitive Psychology: The basic cognitive processes*. Athens: Topos.
- Roussos, P. L. (Editing) (2014). *Cognitive Psychology: The basic cognitive processes*. Athens: Topos.
- Hayes, N. (2011). *Psychology : An Introduction (Vol. A)*. Athens: Pedio.
- Kostaridou-Euclides, A. (2011). *Cognitive psychology: From the representation of knowledge to mood and action*. Athens: Pedio
- Sternberg, R. J. (2003). *Cognitive psychology*. Athens: Atrapos



**ΨΥΧ 34: Introduction to Neuropsychology - Compulsory Elective****COURSE OUTLINE****(167) GENERAL**

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION & CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>ΨΥΧ34</b>	<b>SEMESTER</b>	<b>5th</b>
<b>COURSE TITLE</b>	INTRODUCTION TO NEUROPSYCHOLOGY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	3
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

**(168) LEARNING OUTCOMES**

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> Consult Appendix A <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<b>LEVEL OF LEARNING OUTCOMES: 6</b> <b>PURPOSE OF THE COURSE</b> 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.

## LEARNING OUTCOMES

Upon successful completion of the course the student

At the level of **knowledge**, he/she will be able to recall and describe:

- Basic concepts and methods of Neuropsychology.
- Basic structures and functions of the cerebral cortex and subcortex.
- Basic structural features and functions of the neuron.
- The process of transmitting the message.
- Basic concepts of genetics.
- Basic processes of perception of visual and auditory stimuli, learning, memory, and emotions

At **skill** level, he/she will be able to explain and draw conclusions about:

- Basic concepts and methods of Neuropsychology.
- Basic structures and functions of the cerebral cortex and subcortex.
- Basic structural features and functions of the neuron.
- The process of transmitting the message.
- Basic concepts of genetics.
- Basic processes of perception of visual and auditory stimuli, learning, memory and emotions

At the level of **ability**, he/she will be able to apply the above as follows:

- Formulates more effective education and care programs for infants and toddlers.
- Analyzes more thoroughly the behavior of typically developing infants and toddlers.

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Adapting to new situations
- Working independently
- Teamwork
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative, and inductive thinking

**(169) SYLLABUS**

1. The field of Neuropsychology - Historical background
2. Methods of studying the brain
3. The Central Nervous System
4. Structure and function of the brain - The cortex
5. Structure and function of the brain - Subcortical structures
6. Structure and function of the nerve cell (neuron)
7. Transmission of messages
8. Elements of classical and molecular genetics
9. Mutations
10. General principles of processing sensory stimuli (hearing, sight, touch, taste)
11. Emotions
12. Learning and memory
13. Neuropsychology and Neuroscience

# (170) TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> <li>• Use of ICT in teaching (slide show and video).</li> <li>• Use of an electronic platform for distribution of educational material as well as for synchronous and asynchronous communication with students.</li> <li>• Use of e-mail to communicate with students.</li> </ul>	
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	Lectures	40
	Analysis of audiovisual material	40
	Study and analysis of bibliography	20
	Independent study	50
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> <li>• Written final exam at the end of the semester with open- ended and multiple-choice questions (80%).</li> <li>• Observation protocol (20%).</li> </ul>	
	Language of evaluation: Greek	
Course total		<b>150</b>

## (171) ATTACHED BIBLIOGRAPHY

Greek language

Breedlove, M., Rosenzweig, M.R. & Watson, N.V. (2011). *Βιολογική Ψυχολογία*. Αθήνα: Παρισιάνος.

Fitzpatrick, G.J., Hall, D., LaMantia, W.C., McNamara, J.O. & Williams, S.M. (2009). *Νευροεπιστήμες*. Αθήνα: Παρισιάνος.

Kalat, J.W. (1995). *Βιολογική Ψυχολογία*. Αθήνα: Έλλην.

Kandel, R.E., Schwartz, H.J. & Jessell, M.T. (2011). *Νευροεπιστήμη και συμπεριφορά*. Ηράκλειο: Πανεπιστημιακές εκδόσεις Κρήτης.

Kandel, E.R., Schwartz, J.H. & Jessell, T.M. (2016). *Βασικές αρχές Νευροεπιστημών*. Αθήνα: Πασχαλίδης

Kolb, B. & Whishaw, I.Q. (2009). *Εγκέφαλος και Συμπεριφορά* (Τόμος I & II). Αθήνα: Πασχαλίδης.

Neil, M.G. (2011). *Νευροψυχολογία: Εγκέφαλος και συμπεριφορά*. Αθήνα: Παρισιάνος.

Pinel, J.P. (2011). *Βιοψυχολογία*. Αθήνα: Ίων.

Foreign language

Andrewes, D. (2015). *Neuropsychology: From theory to practice*. Taylor & Francis.

Bear, M.F., Connors, B.W. & Paradiso, M., (2007). *Neuroscience: Exploring the brain* (3rd edition): Williams & Wilkins.

Zillmer, E.A., Spiers, M.V., & Culbertson, W.C. (2008). *Principles of Neuropsychology* (2nd Edition). Thomson Wadsworth Publishers.

Scientific magazines

Journal of Neuropsychology

## ΚΑΟΕ 35: Marketing of Educational Organizations - Compulsory Elective

### COURSE OUTLINE

#### (172) GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΚΑΟΕ 35	<b>SEMESTER</b>	OPTIONAL Winter Semester E
<b>COURSE TITLE</b>	Marketing of Educational Organizations		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Knowledge and Skill Development		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek and English for Erasmus Students		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	e-class		

#### (173) LEARNING OUTCOMES

**Learning outcomes**

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

*Consult Appendix A*

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

**THE PURPOSE OF THE COURSE**

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.

Students 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

**LEARNING OUTCOMES**

Upon successful completion of the course the student

**At the level of knowledge will be able to recall and describe:**

- The significance of MKT for the better performance of educational organizations
- The way in which MKT is related to educational organizations
- The critical role of MKT in the relationship of educational organizations with parents (consumers)
- The improvement in the image of educational organizations

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

- The significance of MKT for the better performance of educational organizations
- The way in which MKT is related to educational organizations
- The critical role of MKT in the relationship of educational organizations with parents (consumers)
- The improvement in the image of educational organizations

**At the skill level will be able to apply the above such as:**

- To utilize the tools of MKT in order to improve the image of educational organizations
- To recognize complaints and to manage them in an efficient way
- To understand the parental behavior
- To utilize the tools of MKT so as to expand the activities of educational organizations in an effective way.

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas</i>	<i>Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking ..... Others... .....</i>
<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Leadership</li> <li>• Teamwork</li> <li>• Working in an international environment</li> <li>• New and Innovative Ideas (Innovation Skills)</li> <li>• Creativity</li> <li>• Strategy and Planning</li> </ul>	

#### (174) SYLLABUS

1) Basic Elements of Marketing (2) Environmental Analysis of Educational Organizations (3) Introduction to Marketing Services (4) Behavior, Measurement and Parents (Consumers) (Consumer Behavior Models) (5) Market Segmentation (6) Design and Marketing Strategy of Educational Organizations (7) Designing Programs and Services of Educational Organizations (8) Distribution of Programs and Services of Educational Organizations (9) Communication with the Environment ( (10) Public Relations and Consumer Relations (11) Promotion of Programs and Services of Educational Organizations (12) Complaint Management (13) Marketing Performance Evaluation
--

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (slides, videos, etc.) Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. Use of e-mail for communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis</i>	<b>Activity</b>	<b>Semester workload</b>
	Face to face tutorials (Lectures)	40
	Interactive Exercises	30
	Case Studies	20
	Team buiding	30

<i>of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	Study and Literature Review	30
	Total	<b>150</b>
	Course Total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	This module may be assessed either through written exams at the end of the academic semester or through two written assessments during the academic semester. The latter are optional. Students can be exempted from the written exams at the end of the semester only if they have taken the written assessments and passed them both with grade 5 (promotional grade). Otherwise, they are obliged to sit the written exams at the end of the semester. The dates regarding the written assessments during the academic semester will be announced by the lecturer. In all written assessments students either have to develop critical issues with justification from the relevant literature, or indicate whether or not a statement is true or false.	

#### (176) ATTACHED BIBLIOGRAPHY

<b>Recommended reading (in Greek &amp; other languages): any books or other learning material which they will be required to use as the course unit progresses.</b>  Paganos, E.. (1998) Educational Institutions & Marketing, Athens: Leade rBooks Publications (In Greek) Gounaris, S. (2003). Marketing services. Athens: Tzortzakos Publications and Co. EE (Distributed by Stamouli Publications) (in Greek) Syrakoulis K. & Afouxenidis A. (2008). The dynamics and limits of civil society. Athens: Propompos Publications. (in Greek) Andreasen, A. & Kotler, Ph. (2007). Strategic marketing for non-profit organizations. 7th Edition. Prentice-Hall Burk wood, M. (2005). Marketing planning: Principles into practice. Financial Times Management.  <b>Related Academic Journals</b> Quality Assurance in Education Marketing Education Review Journal of Marketing Education
--

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

##### COURSE OUTLINE

#### (177) GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE



<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	KAOE 36	<b>SEMESTER</b>	<b>OPTIONAL</b> Winter Semester E
<b>COURSE TITLE</b>	<b>Leadership &amp; Creativity in Educational Organizations</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Knowledge and Skill Development		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek and English for Erasmus Students		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	e-class		

### (178) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p><b>THE PURPOSE OF THE COURSE</b></p> <p>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.</p> <p>Moreover, students through the attendance of this course, will be able to:</p> <ul style="list-style-type: none"> <li>❖ Describe in a more creative way the organizational goals</li> <li>❖ Develop a capable and sustainable leadership</li> <li>❖ Implement organizational changes</li> <li>❖ Face the challenges in a more efficient way</li> <li>❖ Develop a positive organizational climate and positive communication channels within the organization</li> <li>❖ Develop the leadership theories</li> </ul>

## LEARNING OUTCOMES

Upon successful completion of the course the student:

**At the level of knowledge will be able to recall and describe:**

- The creative organizational goals
- A capable and sustainable leadership
- The development process for an educational organization
- The modern theories of leadership and make the necessary adjustments for a successful organizational performance

**At skill level will be able to explain and draw conclusions such as:**

- To address the challenges in the organizational environment
- To implement successfully the organizational changes
- To cultivate a positive organizational climate
- To develop positive communication channels

**At the skill level will be able to apply the above such as:**

- To gain a holistic view of leadership theories
- To utilize theories about leadership
- To recognize the organizational challenges
- To manage the educational organization in a sustainable and capable way
- To understand the role of leadership in shaping communication channels and positive organizational climate

## General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Decision making
- Leadership
- Teamwork
- Working in an international environment
- New and Innovative Ideas (Innovation Skills)
- Creativity
- Strategy and Planning

- (1) Meaning & content of the term "leadership".
- (2) Ways of exercising influence.
- (3) Leadership skills of a school principal or head of pre-school unit.
- (4) Theories of leadership - characteristics
- (5) Contingency theory Models.
- (6) Modern theories.
- (7) Leadership and Organizational Climate
- (8) Leadership and Communication Channels
- 9) Relationship Delimitation: Strategic Leadership & Creativity.
- (10) Innovation & Organizational Change.
- (11) Creativity & decision making.
- (12) Change Management Strategies
- (13) Case studies

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (slides, videos, etc.) Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. Use of e-mail for communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Face to face tutorials (Lectures)	40
	Interactive Exercises	30
	Case Studies	20
	Team building	30
	Study and Literature Review	30
	Total	<b>150</b>
	Course Total	150

<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	This module may be assessed either through written exams at the end of the academic semester or through two written assessments during the academic semester. The latter are optional. Students can be exempted from the written exams at the end of the semester only if they have taken the written assessments and passed them both with grade 5 (promotional grade). Otherwise, they are obliged to sit the written exams at the end of the semester. The dates regarding the written assessments during the academic semester will be announced by the lecturer. In all written assessments students either have to develop critical issues with justification from the relevant literature, or indicate whether or not a statement is true or false.
---	--

### (181) ATTACHED BIBLIOGRAPHY

<p><b>Recommended reading (in Greek &amp; other languages): any books or other learning material which they will be required to use as the course unit progresses.</b></p> <p>Northouse, P.G. (2019). <i>Leadership</i>. 8<sup>th</sup> edition. Athens: Papasotiriou Publishing (in Greek)</p> <p>Rossidis, G., Belias, D. &amp; Aspridis, G. (2019). <i>Change Management &amp; Leadership</i>. Athens: Tziola Publications (in Greek)</p> <p>Saiti, A. &amp; Saitis Ch. (2012). <i>The Principal in the modern school</i>. Athens: Papanastasiou Publications (in Greek)</p> <p>Raptis, N. &amp; Grigoriadis, D. (2017). <i>Leadership of Educational Units</i>. Kyriakidis Bros. Publications (in Greek)</p> <p><b>Related Academic Journals</b></p> <p>International Journal of Leadership in Education</p> <p>International Journal of Educational Management</p> <p>International Journal of Management Education</p> <p>Educational Management Leadership &amp; Administration</p>
--

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

#### COURSE OUTLINE

##### 1 GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	KAOE 37	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	HUMAN RESOURCE MANAGEMENT		

<b>INDEPENDENT TEACHING ACTIVITIES</b> if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> general background, special background, specialised general knowledge, skills development	KNOWLEDGE SPECIALIZATION & SKILLS DEVELOPMENT		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	E-class		

## 2 LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p><b>LEVEL OF LEARNING OUTCOMES: 6</b></p> <p><b>PURPOSE:</b></p> <p>The purpose of the course is to develop the conceptual and theoretical background on issues related to strategy and International Human Resource Management. Furthermore, the aim of the course is the knowledge and specialization in matters of handling the human factor in the organizational context. Finally, the purpose of the course is to highlight the usefulness of Leadership for the development of Human Resources.</p> <p><b>LEARNING OUTCOMES:</b></p> <p>Upon successful completion of the course the student</p> <p>At the level of knowledge will be able to recall and describe:</p> <ul style="list-style-type: none"> <li>• Understanding the functions of Human Resources Management</li> <li>• Power, influence and negotiation in organizations</li> <li>• Organizational structure and design</li> <li>• Strategic alignment of Human Resources Management in organizations</li> <li>• Understanding and evaluating leadership models</li> </ul> <p>At the level of ability, student will be able to draw conclusions concerning:</p> <ul style="list-style-type: none"> <li>• Critical analysis of the organizational effectiveness and priorities of the organization</li> <li>• Human resource evaluation methods &amp; training</li> </ul> <p>At the level of skills, students will be able to apply the above as follows:</p> <ul style="list-style-type: none"> <li>• Using a wide range of reasoning styles</li> </ul>

- Critical awareness of how organizations operate
- Knowledge of analytical and synthetic ability

### General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma

Supplement and appear below), at which of the following does the course aim?

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

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

- Adaptation to new situations
- Decision making
- Working in a multinational environment
- Workplace diversity awareness
- Critical appraisal
- Academic and professional communication

## 3 SYLLABUS

- (1) Introduction to the course - Definition & development of human resources management
- (2) The changing environment of the workplace
- (3) Human resource strategy & strategies
- (4) Job and job design
- (5) Personnel selection methods I
- (6) Personnel selection methods II
- (7) Training
- (8) Personnel assessment methods
- (9) Leadership I
- (10) Leadership II
- (11) Cross-cultural management
- (12) Rewards in the workplace
- (13) Employee relations and reputation

--

#### 4 TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> Face-to-face, Distance learning, etc.	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> Use of ICT in teaching, laboratory education, communication with students	<ul style="list-style-type: none"> <li>- Use of ICT in teaching (slides, videos, etc.)</li> <li>- Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students.</li> <li>- Use of e-mail for communication with students</li> </ul>	
<b>TEACHING METHODS</b> The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.  The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS	<b>Activity</b>	<b>Semester workload</b>
	Lectures	30
	Interactive exercises	20
	Case studies	20
	Team building exercise	30
	Literature	50
	<b>Total</b>	<b>150</b>
	<b>Course total</b>	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Final exams: <ul style="list-style-type: none"> <li>• Right / wrong questions</li> <li>• Questions for short development</li> <li>• Questions for development</li> </ul> 100% of the total grade  Language of evaluation: Greek	

## 5 ATTACHED BIBLIOGRAPHY

### - Suggested bibliography:

Armstrong, M. & Taylor, S. (2014) Armstrong's Handbook of HRM Practice (13th Edition). London.  
 Aylott, E. (2014) Employee Relations. London. Kogan Page.  
 Dobson, P., Starkey, K. & Richards, J. (2004). Strategic Management: Issues and Cases, Blackwell (DSR)  
 Herriot, P. (2001) The Employment Relationship: a psychological perspective. Hove: Routledge.  
 Schein, E. (2010). Organizational Culture & leadership. San Francisco. Jossey-Bass  
 Salaman G, Storey J and Billsberry J (2005) Strategic Human Resource Management: Theory & Practice  
 The Open University

### Greek:

Ιορδάνογλου, Δ. (2008). Διοίκηση ανθρώπινου δυναμικού στις σύγχρονες οργανώσεις: Νέες τάσεις και πρακτικές. Κριτική.  
 Κάντας, Α. (1998). Οργανωτική-βιομηχανική ψυχολογία: Κίνητρα, επαγγελματική ικανοποίηση, ηγεσία. Ελληνικά Γράμματα.  
 Μάρκοβιτς, Γ. (2002). Διοίκηση ανθρώπινου δυναμικού: Παρακίνηση, εξουσία. University Studio Press.  
 Μπουραντάς, Δ. (2002). Μάνατζμεντ. Μπένου.  
 Παπαδάκης, Β. (2016). Στρατηγική των Επιχειρήσεων, 7η έκδοση. Μπένου.  
 Miller, K. (2006). Οργάνωση και επικοινωνία: Προσεγγίσεις και διαδικασίες. Αθήνα: Δίαυλος.  
 Παπαλεξανδρή, Ν., & Μπουραντάς, Δ. (2003). Διοίκηση ανθρώπινων πόρων. Μπένου.

### - Related academic journals:

Journal of Management Studies  
 Academy of Management Executive  
 Harvard Business Review  
 Strategic Management Journal  
 International Journal of Human Resource Management

## ΚΑΟΕ 38: Philosophy of Education - Compulsory Elective

### COURSE OUTLINE

#### (182) GENERAL

SCHOOL	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΚΑΟΕ38	SEMESTER	
COURSE TITLE	PHILOSOPHY OF EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			



<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND
<b>PREREQUISITE COURSES:</b>	NO
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC369/">https://eclass.uniwa.gr/courses/ECEC369/</a>

### (183) LEARNING OUTCOMES

<p><b>DESCRIPTION AND CONTENT:</b></p> <p>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.</p> <p>Further, the content of the course can be classified as follows:</p> <ul style="list-style-type: none"> <li>- Understanding the concept of "Philosophy of Education"</li> <li>- Historical overview of the term "Philosophy of Education"</li> <li>- Systematic discussion of the terms related to education</li> <li>- The role of education in relation to the improvement of the personality</li> <li>- The role of philosophy in relation to the improvement of the personality</li> <li>- The value of the philosophical method as an asset of the teacher-trainer</li> <li>- The relationship between human nature, education and culture</li> <li>- The philosophical view of learning principles as a springboard for the emergence of new social members</li> <li>- Knowledge and ethics related to the nature and purposes of education</li> <li>- Philosophical problems arising from educational theory and practice, concerning all human cultures</li> <li>- Prominent philosophical theories and philosophers, from the time of the pre-Socratic philosophers to the Enlightenment and the modern period</li> <li>- Moral, political and social philosophy issues.</li> </ul>
--

#### AIM OF THE COURSE

The course aims to introduce students to the basic principles of Philosophy of Education according to enable them to describe, analyze, define and implement educational issues, by using the principles of philosophical methodology. In particular, after the successful completion of the course , after the successful completion of the course, students will be able to recall and describe:

#### LEARNING OUTCOMES

Upon successful completion of the course the student will be able

- at a knowledge level, to recall and describe:
  - the main aspects of philosophical principles
  - the comparison between the main philosophical orientations
  - the application of philosophy to practice
  - the roots of the theoretical and practical philosophical view in education
- at the skills level, to explain and draw conclusions about:
  - basic concepts of philosophy according to the perspectives of education
  - the principles of philosophical synthesis and analysis and their critical application in education
- in terms of competences, to apply the above as follows:
  - to understand fundamental philosophical definitions
  - to engage in constructive criticism and self-criticism
  - to practice free creative and inductive thinking
  - to promote respect for diversity and multiculturalism
  - to be integrated and ready to face international educational processes
  - to demonstrate social and professional morality and responsibility on gender issues
  - to respect the natural environment

#### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Search for, analysis and synthesis of data and information, using the necessary technology
- Adapting to new situations
- Working independently
- Team work
- Production of new research ideas
- Respect for ethical and moral principles in research,
- Project planning and management
- Decision-making
- Respect for diversity and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism

#### (184) SYLLABUS

40. Conceptual definition of research. Research terminology. The nature and process of research. The research process: Using quantitative and qualitative approaches.
41. The stages in the research process - Ethical issues
42. Process of identifying, selecting, defining the research problem. Review of the literature.
43. Identification of research aim and research Questions or hypotheses - Types of variables. Types of hypotheses.
44. Quantitative data collection – Methods of data collection: measurement scales, questionnaire, interview, observation, tests, etc.
45. Analysis and interpretation of quantitative data
46. Analysis and interpretation of qualitative data
47. Analysis and Interpretation of qualitative data
48. Research designs: Experimental designs
49. Correlational designs - Survey designs
50. Ethnographic designs - Action research designs
51. Mixed Methods designs: combining quantitative and qualitative techniques
52. Reporting, evaluating, writing up the research

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (slides, videos, etc.) Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. Use of e-mail for communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each</i>	<b>Activity</b>	<b>Semester workload</b>
	Tutorials	40
	Exercises - Material analysis	40
	Study and analysis of relevant bibliographic sources	20
	Independent study	50
	Total	150

learning activity are given as well as the hours of non- directed study according to the principles of the ECTS	Course total	150
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>– Preparation of a written group project (optional, grade-added).</p> <p>– Written final exams at the end of the semester with open answer and multiple-choice questions</p> <p>Language of evaluation: Greek</p>	

#### (186) ATTACHED BIBLIOGRAPHY

- Δελλής, Ι.(1995). Μαθήματα φιλοσοφίας της παιδείας, εκδ. Παν. Πατρών.
- Δελλής Ι. (2014). Όψεις προβληματισμού περί Παιδείας στον Νεοελληνικό Διαφωτισμό.
- Δημητρακόπουλος Μ. (2019). Στοιχείωση Ευρωπαϊκής Φιλοσοφίας. Από τους προσωκρατικούς ως τον Wittgenstein και τον Heidegger, Ιδιωτική Έκδοση.
- Δημόπουλος Β. (2018). Φιλοσοφία της Παιδείας, Θεσσαλονίκη, Αφοί Κυριακίδη.
- Θεοδωροπούλου Ε. (επιμ.)(2011). Φιλοσοφία της Παιδείας, Συλλογικός Τόμος, Αθήνα, Πεδίο.
- Θεοδωροπούλου, Ε. (2004). Η Εγκοπή της φιλοσοφίας της παιδείας, Αθήνα Ατραπός.
- Καλογεράκος Ι., Δημητρακόπουλος Ι.(επιμ.) (2017). Φιλοσοφία και Παιδεία, Τιμητικός Τόμος του καθηγητή Ι. Δελλή, Αθήνα, Gutenberg.
- Καραβάκου Β. (2019). Θεωρία και Φιλοσοφία της Παιδείας, Αθήνα , Gutenberg.
- Καρακατσάνης Π. (2015). Φιλοσοφία της Παιδείας, Αθήνα, Gutenberg.
- Καραμανώλης Γ. (επιμ.). Αρχαία Φιλοσοφία, Πανεπιστημιακές Εκδόσεις Κρήτης.
- Καραφύλλης Γ. (2007). Η Φιλοσοφία της Παιδείας. Γνωσιολογικά και ηθικά ζητήματα, Θεσσαλονίκη, εκδ. Βάνιας.
- Καραφύλλης, Γ. (1999). « Η έννοια της φιλοσοφίας της παιδείας κατά τον R. S. Peters», Ελληνική Φιλοσοφική Επιθεώρηση, τομ. 16, τεύχ.48, σσ. 231-249.
- Κουμάκης Γ. (2007). Θεωρία και Φιλοσοφία της Παιδείας, Αθήνα , Gutenberg.
- Otto Fr. Bollnow (1986). Φιλοσοφική Παιδαγωγική, Αθήνα, Γρηγόρη.
- Πολυχρονόπουλος Π. (1988). Φιλοσοφία της Παιδείας, εκδ. Παιδαγωγία.
- Russell B. (1980). Σωκράτης, Πάτων και Αριστοτέλης, εκδ. Αρσενίδης.
- Russel B. (1980). Η αρχαία φιλοσοφία μετά τον Αριστοτέλη, εκδ. Αρσενίδης.
- Rusell B. (2018). Ιστορία της Δυτικής Φιλοσοφίας (2 τόμοι), εκδ. Αρσενίδης.
- Russell B. (2007). Η φιλοσοφική μου εξέλιξη, εκδ. Αρσενίδης.
- Related academic journals:
- Ελληνική Φιλοσοφική Επιθεώρηση
- Φιλοσοφείν, εξαμηνιαία φιλοσοφική επιθεώρηση
- Ηθική – Περιοδικό Φιλοσοφίας.
- Journals, Conatus Περιοδικό Φιλοσοφίας, ejournals.epublishing.ekt.gr
- Filosofiki Lithos, Περιοδικό Φιλοσοφίας
- Philosophical Inquiry, Περιοδικό Φιλοσοφίας
- Δια-ΛΟΓΟΣ Επετηρίδα Φιλοσοφικής Έρευνας και Φιλοσοφική Βιβλιοθήκη
- Cogito, online Φιλοσοφικό Περιοδικό <http://www.nnet.gr/cogito/cogitoindex.htm>

**AIII 39: Introduction to Museum Education - Compulsory Elective**
**COURSE OUTLINE**
**(187) GENERAL**

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD CARE AND EDUCATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	AIII39	<b>SEMESTER</b>	5th
<b>COURSE TITLE</b>	INTRODUCTION TO MUSEUM EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	-		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC349/">https://eclass.uniwa.gr/courses/ECEC349/</a>		

**(188) LEARNING OUTCOMES**
**Learning outcomes**

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

Consult Appendix A

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

**LEVEL OF LEARNING OUTCOMES: 6****AIM OF THE COURSE**

Museums are a valuable resource for education and lifelong learning, providing opportunities for discussion on a variety of topics, and creating memorable experiences and opportunities for personal and social development for people of all ages and backgrounds. The aim of this course is to familiarise students with the field of museums and the ways in which they serve and highlight natural and cultural heritage, as well as with the theory and practice of museum education. The course will introduce students to the basic concepts of educational theories, pedagogical strategies and skills necessary for a museum educator and help them to appreciate the range of learning needs of different audience groups with an emphasis on early childhood. Through lectures, critical reading of literature, visits to museums, experiential exercises and creative projects, students will acquire the knowledge and skills necessary to be able to design educational activities and relevant educational materials in museums and cultural reference sites, as well as to develop an annual museum education programme to be carried out both in and out of the early childhood setting.

**LEARNING OUTCOMES**

Upon successful completion of the course, students

At a **knowledge** level will be able to recall and describe:

- the different types of museums, their purposes and individual museum functions.
- the parameters that make the museum an effective learning environment, especially for children's audiences.
- the educational theories applicable to the museum environment.
- the broad scope of action of museum educators and their key role in linking museums with the wider community.
- the stages in the design, implementation and evaluation of museum education programmes and accompanying educational material, as well as the variety of pedagogical methods and techniques used in the museum.

In terms of **skills**, they will be able to:

- critically approach the educational work of institutions regarding cultural heritage.
- apply the pedagogical theories and methods used in museums to the development of museum activities for infants and preschoolers.

At the level of **competences** they will be able to:

- design original educational programmes in museums or cultural reference sites of their choice.

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Working independently
- Team work
- Decision-making
- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Criticism and self-criticism
- *Production of free, creative and inductive thinking*

### (189) SYLLABUS

1. Appearance, evolution, types of museums. The museum functions. Dimensions of the museum experience.
2. Culture and education: The importance of integrating culture into education. The characteristics of the museum as a learning environment. Approach to terms relevant to museum education.
3. The pedagogical approach and pedagogical use of museum objects.
4. The different audience groups and the role of the museum educator. The young child in the museum: ways of interaction.
5. Modern learning theories and their application in the museum.
6. Design of educational programmes in the museum.
7. Pedagogical methods and techniques in the museum. The particularities of animation in the preschool age.
8. The organization of an educational visit to the museum.
9. Evaluation of educational programmes in the museum.
10. Museum and school - Museum and nursery: ways of working together for an integrated museum education programme.
11. The case of museum educational kits and digital and printed educational material.
12. The multiple roles of the museum in the integration and support of vulnerable social groups. Children with sensory and intellectual disabilities and the museum.
13. Applications of museum pedagogy in Greece: critical reflection and perspectives.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching. Visits to Archaeological Sites, Museums and Exhibitions. Simulated participation in museum education programmes.	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>- Use of ICT in face-to-face teaching (powerpoint, videos, web pages).</li> <li>- Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students.</li> <li>- Use of e-mail for communication with students.</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	50
	Educational visits	10
	Fieldwork	20
	Laboratory practice	15
	Writing of work/assignments	30
	Study & analysis of bibliography	25

writing, artistic creativity, etc.		
The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Written Examination with Short Answer Questions Written test with open-ended questions Written work Laboratory work Public presentation	

#### (191) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Cromartie, N., Kyong-Ah, K. &amp; Welch, M. (2021). <i>Evaluating Early Learning in Museums. Planning for our youngest visitors</i>. Oxon and New York: Routledge.</p> <p>Erdman, S. &amp; Nhi, N. with Middleton, M. (2022). <i>Welcoming young children into the museum. A practical guide</i>. Oxon and New York: Routledge.</p> <p>Falk, J. &amp; Dierking, L. (2012). <i>The Museum Experience revisited</i>. Walnut Creek, CA: Left Coast Press.</p> <p>Hackett, A., Holmes, R. &amp; MacRae, C. (eds) (2020). <i>Working with Young Children in Museums. Weaving Theory and Practice</i>. London: Routledge.</p> <p>Hein, G. (1998). <i>Learning in Museum</i>. London: Routledge.</p> <p>Hohenstein, J. &amp; Moussouri, T. (2018). <i>Museum Learning: Theory and Research as Tools for Enhancing Practice</i>. London: Routledge.</p> <p>Roberts, L. (1997). <i>From Knowledge to Narrative: educators and the changing museum</i>. Washington, London: Smithsonian Institution Press.</p> <p>Shaffer, S. E. (2015). <i>Engaging young children in museums</i>. Walnut Creek, CA: Left Coast Press.</p> <p>Shaffer, S. E. (ed.) (2020). <i>International Thinking on Children in Museums. A Sociocultural View of Practice</i>. London: Routledge.</p> <p>- Related academic journals:</p> <p>Journal of Museum Education</p> <p>Journal of Education in Museums</p> <p>Museum &amp; Society</p> <p>Curator: The Museum Journal</p>
---

#### AIII 40: Pedagogy of children's songs - Compulsory Elective

##### COURSE OUTLINE

#### (192) GENERAL

SCHOOL	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES
--------	---



<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	AIII 40	<b>SEMESTER</b>	E
<b>COURSE TITLE</b>	PEDAGOGY OF CHILDREN'S SONGS		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
<b>LECTURES</b>		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> general background, special background, specialised general knowledge, skills development	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	MUSIC EDUCATION RHYTHMIC AND MOVEMENT EDUCATION		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC315/">https://eclass.uniwa.gr/courses/ECEC315/</a>		

### (193) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>The aim of the course is for students to acquire knowledge regarding the importance of singing in the musical, movement and social development of infants and toddlers and to be able to consolidate and apply this knowledge through practice. Also to expand and combine the newly acquired knowledge with the knowledge acquired in the first semester in the course of Music Education and in the second semester in the course of Rhythmic and Movement Education. The acquisition and consolidation of this knowledge, on a theoretical and practical level, will enable them to organize and apply it in designing and creating developmentally appropriate courses, based on modern, innovative and scientifically valid methods and practices.</p> <p>After the successful completion of the course the student at <b>knowledge level</b>, they will be able to recall and describe:</p> <ul style="list-style-type: none"> <li>• A comprehensive framework of theoretical knowledge concerning a) the criteria for the selection of developmentally appropriate songs and b) the methodology of teaching children's singing in early childhood.</li> <li>• The various types of children's songs (lullabies, children's traditional songs, songs accompanied with movements, poetry set to music, traditional songs from other countries ect.)</li> </ul>

- The different developmental needs and abilities of children of different ages and the discernment to choose songs that are consistent with them.

- To know the importance and the pedagogical benefits of singing in the development of early childhood children and the role of the teacher to contribute to this by creating the appropriate pedagogical environment.

At **skills level**, they will be able to:

- To be able to sing with fluency and expressiveness, a large number of songs in different tonalities, rhythms and styles.

- To be able to sing accurately the tonic and dominant of the song and the melodic line as well as to take correct breaths in melodic phrases

- Read simple sheet music

- Be able to accompany his/her voice with percussion instruments, beating the rhythm accurately

- To be able to create simple kinetic forms or improvise kinetically on the melody and rhythm of the song.

- Move freely in space while singing

- Perform the song with an expressive voice, using nuances - dynamics and tempo gradations.

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

- To select developmentally appropriate songs and design lessons that are consistent with the abilities, capabilities and needs of children of different ages.

- To be able to refer to bibliographical sources and articles on the specific subject and combine them in order to broaden their knowledge and skills.

- To solve creatively and sensitively complex problems that arise during the lesson in a pedagogically sound manner.

- Provide provision for the safety of children and have flexibility in reorganizing and closing the lesson.

- To be able to record and evaluate children's progress in relation to their musical and movement development.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Autonomous work
- Developing teamwork skills
- Respect for diversity and multiculturalism
- Demonstrate social, professional and ethical responsibility and sensitivity
- Exercising criticism and positive feedback
- Promoting free, creative and inductive thinking
- Cultivation of aesthetic and artistic education
- Environmental awareness through the content (lyrics) of the song
- Development of emotional intelligence

## (194) SYLLABUS

### COURSE CONTENT

1. Introduction to the theory of pedagogical singing and its important role in the musical, movement and emotional development of the young child. Pedagogical goals and benefits, development of inner hearing. Main teaching methods (C. Orff, Z. Kodaly, E. Dalcroze, E. Gordon).
2. Criteria for selecting developmentally appropriate songs for each age in terms of pitch tonal range, form, rhythms, volume, content (birth to five years).
3. Cultivation and correct positioning of the voice, scales, tonal, dominant, melodic line. Diaphragmatic breathing.
4. Stages of teaching a song.
5. Traditional children's songs (lullabies, songs with movements, rhythmical recitations). Introduction to children's Greek traditional songs and creative, dance performance of Greek dances, adapted to the preschool age.
6. Children's traditional songs from all over the world - Intercultural education.
7. Poetry set to music for children.
8. The meaning of rhythm in songs: rhythmic values, pauses, strong - weak beats, rhythmic patterns, usual and unusual time signatures, tempo.
9. Getting to know the different rhythms (2/4, 3/4, 5/4, 7/4, 9/4, 12/4). Rhythmic performance through percussion instruments and the body. Cultivation of voice and rhythmic sense. Rhythmic recitation, sound movements with the body (clapping, foot tapping, etc.), use of percussion instruments, movement actions to consolidate rhythm.
10. Introduction to Dynamics - nuances: soft, loud, gradations and to prosody: staccato, legato.
11. The concept of form in art, music, rhythm and movement (AB, ABA, canon, Rondo). Recognition of melodic and rhythmic phrases and correct performance in conjunction with breathing and free movement in space.
12. The role of the educator. Creating - designing lessons. Long-term and daily planning. Evaluation of children's progress. Safety.
13. Playing simple songs on a simple melodic instrument (recorder or xylophone) and consolidating the rhythmic and melodic patterns.

## (195) TEACHING and LEARNING METHODS - EVALUATION

		education, communication with students	
DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom application	TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop,</i>	Activity
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory</i>	The lecture, archival, Use of art material with students		Lectures
			Laboratory exercises
			Artistic expression and educational
			Amplification of performances

<i>interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	Education	Goodkin D. (2002). <i>Sound ideas. Activities for the percussion circle.</i> Alfred Publishing Co., Inc.	56
	Course total	- Related academic journals: International Journal of Music Education General Music Today Journal of Music Teacher Education	
<b>STUDENT PERFORMANCE EVALUATION</b>  <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Theory	<b>Virtual of Research in Music Education</b> entail the composition of essays of knowledge and critical analysis of the Applications of Research in Music Education  Laboratory exercises:	
	Assessment	✓ By oral examination <b>ΑΠΠ 41: Dramatization - Compulsory Elective</b> ✓ With an examination in singing and rhythm comprehension <b>COURSE OUTLINE</b> <b>(197) GENERAL</b> individual or group written assessment	
	Laboratory	<b>SCHOOL</b>	<b>SCHOOL OF ADMINISTRATIVE ECONOMICS AND SOCIAL SCIENCES</b>
	Assessment	<b>ACADEMIC UNIT</b>	<b>Department of Early Childhood Care</b>
	Laboratory	<b>LEVEL OF STUDIES</b>	<b>UNDERGRADUATE</b>
	Assessment	<b>COURSE CODE</b>	<b>ΑΠΠ41 SEMESTER</b>
	Laboratory	<b>COURSE TITLE</b>	<b>DRAMATIZATION</b>

#### (196) ATTACHED BIBLIOGRAPHY

- Suggested bibliography: <b>Ελληνόγλωσση</b> Κυνηγού-Φλάμπουρα, Μαρία (1999). <i>Τραγουδά και γυμνάζομαι</i> . Αθήνα: Εκδόσεις Ερμής. Μακροπούλου, Ε. & Βαρελάς Δ. (2005). <i>Τραγουδώντας λέξεις: Από τη θεωρία στην τάξη</i> . Αθήνα: Εκδόσεις Fagotto books. Μακροπούλου, Ε. & Βαρελάς, Δ. (2001). <i>Μουσική: το πιο συναρπαστικό παιχνίδι</i> . Αθήνα: Fagotto Αθήνα Νικολάου, Ε. (2001). <i>Με αφορμή ένα τραγούδι. Δημιουργικές μουσικές δραστηριότητες</i> . Εκδόσεις: Γρηγόρη Ρέτσιου Στέλλα. (2011). <i>Εξερευνώντας τη μουσική και την κίνηση</i> . Αθήνα: Εκδόσεις Ξιφαράς. Σακελλαρίδης, Γ. & Γιασιράνη, Ε. (2012). <i>Παιδικό τραγούδι και συναισθηματική αγωγή</i> . Εκδόσεις: Πεδίο Feierabend J. M. & Kahan J. (2020). <i>Μπορείς να κινηθείς με αυτό το τρόπο; Το βιβλίο της κινητικής εξερεύνησης</i> . (Σ. Ρέτσιου, μετάφραση). Αθήνα: Εκδόσεις Fagotto books (Αυθεντική έκδοση 2003).  <b>Ξενόγλωσση</b> Goodkin D. (2002). <i>Play, Sing, Dance</i> . London: Schott
---

<b>INDEPENDENT TEACHING ACTIVITIES</b>  <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>
Lectures and Workshop Exercises		3
Add rows if necessary. The organization of teaching and the methods used are described in detail at (d).		
<b>COURSE TYPE</b>  <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND	
<b>PREREQUISITE COURSES:</b>	NOT REQUIRED	
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK	
<b>IS THE COURSE OFFERED TO</b>	NO	

<b>ERASMUS STUDENTS</b>		<ul style="list-style-type: none"> <li>The ways of dramatization in the past and current trends.</li> </ul>	
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC337/">https://eclass.uniwa.gr/courses/ECEC337/</a>	<ul style="list-style-type: none"> <li>The investigation of elements of the past and their co-examination with elements of the present.</li> </ul>	
<p><b>(198) LEARNING OUTCOMES</b></p> <p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>Guidelines for writing Learning Outcomes</li> </ul>		<ul style="list-style-type: none"> <li>The differences between narrative and interactive text.</li> <li>The methods of editing and analyzing a text.</li> <li>The psychographic analysis of the characters of a text.</li> </ul> <p><b>LEARNING RESULTS</b></p> <p>At the skill level the student will be able to:</p> <ul style="list-style-type: none"> <li>To transform speech from third person (reported) to first person speech (direct).</li> <li>To simplify the syntactic structure of the original.</li> <li>To strengthen the stage imagery.</li> <li>Invent or eliminate actors, leading or supporting, when necessary.</li> <li>To manage the stage space and time.</li> </ul>	
<p><b>LEVEL OF LEARNING OUTCOMES: 6</b></p> <p><b>PURPOSE OF THE COURSE</b></p> <p>Works of Literature (novel, novella, poetry, short story) and texts (Greek and foreign fairy tales, proverbs, songs, myths, traditions, customs, idiomatic expressions), as well as personal experiences of young children or their parents, images etc. are dramatized and performed in a variety of theatrical ways. The phenomenon of dramatization of “extra-theatrical” texts, in Greece and internationally, due to its extent and frequency of occurrence, constitutes a special kind of contemporary drama and stage act. The course researches and analyzes the causes, the forms and the particular depictions of the dramatized texts in the modern stages, while research interest is encouraged and cultivated.</p> <ul style="list-style-type: none"> <li>The particular morphological and stylistic elements that characterize a theatrical text</li> </ul>		<p>At the skill level the student will be able to:</p> <ul style="list-style-type: none"> <li>Produce ideas, to invent complex social situations which will be formulated in a theatrical text and stage act.</li> <li>Follow the theatrical process (text writing, directing, acting) with the ultimate goal of stage representation.</li> <li>Cultivate creative thinking, imagination, powers of observation, memory.</li> <li>Communicate ideas, feelings and experiences.</li> <li>Understand diversity and develop collaboration and teamwork.</li> </ul>	

<b>General Competences</b>  <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas</i>	<i>Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking ..... Others... .....</i>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Autonomous work</li> <li>• Team work</li> <li>• Working in an international environment</li> <li>• Working in an interdisciplinary environment</li> <li>• Production of new research ideas</li> <li>• Respect for difference and multiculturalism</li> <li>• Production of free, creative and inductive thinking</li> </ul>	

### (199) SYLLABUS

In Dramatization, emphasis is given to the process of converting a literary (short story, narrative, poetic) or other text into a dramatic one, aiming at the stage representation. In this process, the stage performance follows the understanding of the dramatic structures of the story or text.

The process includes:

1. Exploring the boundaries between narrative distancing and dramatic discourse. The particular morphological and stylistic elements that characterize the theatrical text are identified.
2. The conversion of the narrative text into an interactive one. Speech from a third person becomes first person, direct and straightforward. In the new text that will emerge, there is: simplification of the

syntactic structure of the original, strengthening of the stage imagery, shaping the psychography of the heroes.

3. Divide the text into sub-sections, acts or scenes to facilitate the development of the stage action.
4. Creating roles. The invention of new actors, main or auxiliary, enriches the case and causes conflict situations that result in theatricality.
5. Character configuration.
6. Role selection process. Investigation of the feeling and behavior of the stage person.
7. Through improvisation, students discover the drama of the text and render the characters of the story.
8. Convert text to image and motion. Create images on an action or event.
9. Management of stage space and time.
10. Stage design, stage decoration, costume design, lighting, music, audiovisual effects.
11. Finding imaginative, inventive solutions to problems that arise.
12. Linking elements of the past with elements of the present.
13. The Dramatization in the past (the demand for the utterance of speech, the exaggeration in movement, the morphological and costume marking, the emphasis on the element of spectacle and the grotesque). Modern trends. The contribution of technology. Digital dramatization.

#### Workshop exercises in the course

Workshop exercises require the physical presence of students. Students are invited to participate directly and experientially with writing workshops and practical exercises. Physical expression and communication exercises, breathing exercises, voice exercises. "Theater without words". Group coordination and synchronization exercises. Communication of team members.

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

<b>DELIVERY</b>  <i>Face-to-face, Distance learning, etc.</i>	<i>Face-to-face.</i> Theatrical performances and educational programs for preschool children.	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>  <i>Use of ICT in teaching, laboratory education,</i>  <i>communication with students</i>	The lectures are done with slide shows (PowerPoint), use of archival, visual and audio material.	
<b>TEACHING METHODS</b>  <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	60
	Workshop Exercises	40
	Artistic expression and creation	30
	Educational visits	10
	Watching performances	10
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b>  <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	Assessment is done throughout the semester through exercises and activities performed by students.  The evaluation is based on the quality of the participation (consistency, initiative, development of expressive skills) and not on the artistic perfection of the action.  Written exam or written assignment.  Language of assessment: Greek	



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

## (201) ATTACHED BIBLIOGRAPHY

### *-Suggested Bibliography:*

#### *Greek*

Άλκηστις (2012). *Η δραματοποίηση για παιδιά*. Αθήνα: Πεδίο.

Bergeret, L. (1988). *Ψυχοκινητικά παιχνίδια για παιδιά από 2 ως 6 χρόνων*. Αθήνα: Δίπτυχο.

Λενακάκης, Α. (2013). «Η Μορφοπαιδευτική Αξία του Παιχνιδιού και του Θεάτρου στην Εκπαίδευση», στο Θ. Γραμματάς, (επιμ.): *Το Θέατρο ως Μορφοπαιδευτικό Αγαθό και Καλλιτεχνική Έκφραση στην Εκπαίδευση και την Κοινωνία*. Διδακτικό Εγχειρίδιο στο πλαίσιο του Προγράμματος «Θαλής» (σσ. 58-77). Αθήνα: Ε.Κ.Π.Α.

Μάγος, Κ. (2010). «Αφήγηση: Μια διαχρονική εκπαιδευτική τεχνική». *Καταρτίζειν* (Περιοδική Έκδοση του Εθνικού Κέντρου Πιστοποίησης ΕΚΕΠΙΣ), 28, 10-13.

Μουδατσάκης, Τ. (1994). *Η θεωρία του Δράματος στη σχολική πράξη. Το Θεατρικό Παιχνίδι. Η Δραματοποίηση*. Αθήνα: Καρδαμίτσας.

Σέξτου, Π. (1998). *Δραματοποίηση, το Βιβλίο του Παιδαγωγού – Εμπνευστική, Μέθοδοι – Εφαρμογές – Ιδέες*. Αθήνα: Καστανιώτης.

Somers, J. (2003). «Μπαίνοντας στον Κόσμο του Φανταστικού: Η Χρήση του Δράματος στο Σχολείο» και «Από το Εκπαιδευτικό Δράμα στη Θεατρική Παράσταση», στο Νίκος Γκόβας (Επιμ.). *Το Θέατρο στην Εκπαίδευση: Χτίζοντας Γέφυρες. Πρακτικά 3ης Διεθνούς Συνδιάσκεψης για το Θέατρο στην Εκπαίδευση* (σσ. 287-293). Αθήνα: Πανελλήνιο Δίκτυο για το Θέατρο στην Εκπαίδευση – Μεταίχμιο.

Τσιάρας, Α. (2014). *Η Αναπτυξιακή Διάσταση της Διδακτικής του Δράματος στην Εκπαίδευση*. Αθήνα: Παπαζήσης.

#### *Foreign*

Argyle, M. (2007). *Bodily communication*. London: Routledge.

Baldwin P., & K. Fleming. (2003). *Teaching Literacy through Drama: Creative Approaches*. New York-London: Routledge Falmer.

Bamberg, M., & Damrad-Frye, R. (1991). «On the ability to provide evaluative comments: Further explorations of children's narrative competencies». *Journal of Child Language*, 18, 689-710. <http://dx.doi.org/10.1017/S0305000900011314>

Cooper, P., & Collins, R. B. (1991). *Look what happened to frog: Storytelling in education*. Scottsdale, Arizona: Gorsuch Scarisbrick.

Craciun, D. (2010). «Role-playing as a creative method in science education». *Journal of Science and Arts*, 1(12), 175-182.

Curenton, M. S., & Lucas, M. T. (2007). «Assessing narrative development». In K. L. Pence (Ed.), *Assessment in emergent literacy* (pp. 377-432). San Diego, CA: Plural.

Demir, O. E., Levine, S. C., & Goldin- Meadow, S. (2015). «A tale of two hands: Children's early gesture use in narrative production predicts later narrative structure in speech». *Journal of Child Language*, 42(3), 662-681. DOI: [10.1017/S0305000914000415]

Furman, L. (2000). «In support of drama in early childhood, again». *Early Childhood Education Journal*, 27(3), 173-178. DOI: 10.1007/BF02694231

Palaiologou, C. & M. Pouprou. (2018). «Preschool children's creation and storytelling through an element of their everyday life. The case of the program "The neighborhoods of Athens in a book"». *International Journal for Innovation Education and Research*, 6(12), 176-188. DOI: <https://doi.org/10.31686/ijer.Vol6.Iss12.1267>

Rodkin, P. C., Sebastián, E., et al. (1994). *Relating events in narrative: A cross linguistic developmental study*. Hillsdale, NJ: L. Erlbaum.

Stadler, M. A., & Ward, G. C., (2005). «Supporting the narrative development of young children». *Early Childhood Educational Journal*, 33(2), 73-80. DOI: 10.1007/s10643-005-0024-4

Winston, J. (1998). *Drama, Narrative and Moral Education Drama: exploring traditional tales in the primary years*. London: Falmer Press.

Wright, C., Bacigalupa, C., Black, T., & Burton, M. (2007). «Windows into children's thinking: A guide to storytelling and dramatization». *Early Childhood Education Journal*, 35(4), 363-369.

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

### IIAI 42: Contemporary Trends in Preschool Education - Compulsory

#### COURSE OUTLINE

#### (202) GENERAL

SCHOOL	ADMINISTRATION, ECONOMICS AND SOCIAL SCIENCES (SDOKE)
ACADEMIC UNIT	EDUCATION AND CARE IN EARLY CHILDHOOD

<b>LEVEL OF STUDIES</b>	PRELIMINARY		
<b>COURSE CODE</b>	IIAI42	<b>SEMESTER</b>	ΣΤ'
<b>COURSE TITLE</b>	CONTEMPORARY TRENDS IN PRESCHOOL EDUCATION (3 Theory + 3 Practice)		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
THEORY, LECTURES		3	5
LABORATORY EXERCISES		3	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	MEY		
<b>PREREQUISITE COURSES:</b>	Psychopedagogy of Early Childhood (IIAI25)		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES GREEK-SPEAKING		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC327/">https://eclass.uniwa.gr/courses/ECEC327/</a>		

### (203) LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<b>LEVEL OF LEARNING OUTCOMES:</b> 6 <b>PURPOSE OF THE COURSE</b> -The aim of the course is to familiarize students with the new pedagogical approaches and applications in the multicultural and multilingual reality in the field of early childhood education.  <b>LEARNING OUTCOMES</b>  On successful completion of the course, the student will  At a knowledge level, the student will be able to recall and describe:

- Innovations in early childhood education. The student will be able to appropriate new pedagogical approaches, educational practices and teaching tools in order to address educational challenges and the social needs of individuals and societies.

- Alternative forms of teaching methods in pre-school education, to bring out reflections.

- The basic principles of the Project Method.

- Factors that determine quality in early childhood institutions.

- The relationship between educational policies, learning models and pedagogical practices implemented in early childhood institutions.

At the skills level will be able to explain and draw conclusions about:

Factors that determine the quality offered in pre-school institutions.

The design-implementation and evaluation Project.

The pedagogical practice based on contemporary theoretical approaches, pedagogical practices and innovations applied in early childhood education settings.

The pedagogical dialogue and in collaborations with educators. Pedagogical team.

The critical reflection in the pedagogical context.

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

Approaches active listening to young children as well as negotiation techniques with educators and children.

Applies pedagogical action using the method of work plans.

Manages ways of communicating with the child's family

Analyses case studies and new work plans

Cooperates with pedagogues and social partners

Approaches digital creative pedagogies.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

Searches, analyses and synthesises data and information, using both the necessary technologies  
Adapting to new situations  
Decision making  
Autonomous work  
Group work  
Working in an interdisciplinary environment  
Respect for diversity and multiculturalism  
Respect for the natural environment  
Demonstrate social, professional and ethical responsibility and gender sensitivity  
Exercising critical and self-critical judgement  
Promotion of free, creative and deductive thinking

1. Basic principles of modern pedagogy. 1. Education and values. Quality criteria for a modern day nursery. 21st century skills.
2. Recent research data on factors influencing educational change (top down-bottom up).
3. Determinants of innovation diffusion. Innovation and creativity. Creative and critical thinking. Critical reflective practices.
4. The "Intelligent School".
5. Examples of educational policies and innovative applications. The case of Italian primary pre-school institutions. MALAGUZZI's thesis.
6. Advanced learning and teaching environments. Examples of innovative pedagogical practices and pedagogical teams in Greece. Collective actions and pedagogical contracts.
7. The method of pedagogical action plans and its implications. Authentic, active learning, social constructivism, modern educational and pedagogical tools.
8. Opening the school to the outside world. The relationship between educational institutions and social partners.
9. Pedagogical communication. The role of the pedagogical team. The expanded pedagogical team.
10. Creating communication networks (real or virtual-digital).
11. The changing role of teachers and students in the 21st century teaching-learning environment.
12. Digital learning culture and quality of learning experience Strategies for digital creative pedagogies in today's education. E-portfolio of a pedagogue. Tele-education in the preschool institution. Added pedagogical value of digital media.
13. Research and practice. The child in research, approaches and practices.

#### - FIELD LABORATORY EXERCISES

The exercises aim to familiarise the student with the methodological tools necessary for the implementation of modern pedagogical practices.

Students will experiment with innovative practices in the classroom and in the institution.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	IN THE CLASSROOM, FACE TO FACE	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, in laboratory training, in communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.  Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	LECTURES 60.	60
	FIELDWORK 30	30
	WORK WRITING 20	20
	STUDY AND ANALYSIS OF LITERATURE 10	10
	STUDY PREPARATION (project) 30	30
	Course total (30 hours of workload per credit)	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	1) Written final examination (60%) including: - Development questions - Multiple choice questions - Short answer questions, - Problem Solving 2) Presentation of group or individual work (40%) H 1) Creation - construction of a pedagogical tool e-portfolio (50%) 2) Presentation of Work (50%)  <b>FIELD EXERCISES:</b> - Mid-term and formative evaluation of weekly pedagogical work - Publication of the project Identified evaluation criteria are indicated and accessible to students (e-class)	

**(206) ATTACHED BIBLIOGRAPHY**

*- Suggested bibliography:*

- E.A.D.A.P., (2003). Towards a collaborative and participatory education in education. Athens.
- Helm, J.-H., Katz, L., (2002). Project method and early childhood education. Athens: Metahmio.
- Koutsouvanou, E., et al. (2006). Social sciences in preschool education. Athens: Odysseas.
- Mumoulidou, M., (2006). The pedagogy of the work project in preschool education: theoretical framework and practice. Athens: Typothethio; Giorgos Dardanos.
- Doliopoulou, E. (2003). Diario. Athens.
- Doliopoulou, E., (2004). N.E. Athens: Typotheto - Giorgos Dardanos.
- Sidiropoulou, F., Tsaoula, K., (2008). Kindergarten and research. Athens: Ypsilon.
- Hrisafidis, K., (2004). The introduction of the project method in school. Athens: Gutenberg.
- Alison Clark, Peter, Moss, (2010). Let's listen to young children. Athens: EADAP.
- Altrichter, Herbert, Posch, Peter, Somekh, Bridget, (2001). Teachers researching their work. Athens: Metahmio.
- Bredekamp, S., Copple, C., (1999). Innovations in early childhood education. Developmentally appropriate practices in early childhood programs. Athens: Hellenic Letters.
- Cohen, D., H; Stern, B.-Balaban, N., (2001). Observing and recording children's behavior. Athens: Gutenberg.
- Freire, P. & Shor, I., (2008). Liberatory Pedagogy. Dialogues on transformative education. Athens: Metahmio.
- Frey, K., (1998). The "Project Method". A form of collaborative work in school as theory and practice. Kyriakidis Bros.
- Friedrich R, H., (2000). The children as listeners and speakers. Athens.
- George Mpagakis, G., (ed.) (2006). Educational changes, the intervention of the teacher and the school. Athens: Metahmio.
- Mac Naughton, Gl., (2020). Shaping Early Childhood (ed. Ambarzaki). Athens: Pedio.
- Reggio, Emilia, (2001). The thousand languages of preschool children. Athens: Pataki.
- Roopnarine, L.J., Johnson. E.J., (2006). Quality early childhood education programs Examples from international practice. *Papazisis*.
- Stacey, S., (2020). Emerging Curriculum & Pedagogical Documentation in Early Childhood Education from Theory to Practice. Athens: Gutenberg.

*Foreign language*

- Akoun, Aud., Pailleau, I., (2013). Apprendre avec la pédagogie positive. Paris: Éditions Eyrolles.
- Bottrill G. (2018) Can I Go and Play Now: Rethinking the Early Years. Thousand Oaks, California: SAGE Publications.
- Carr M. (2001). Assessment in Early Childhood Settings: Learning Stories. Thousand Oaks, California: SAGE Publications.
- Carr M. & Lee W. (2012). Learning Stories: Constructing Learner Identities in Early Education. Thousand Oaks, California: SAGE Publications
- Cavero B. O. & Calvet L. N., (2018). New Pedagogical Challenges in the 21st Century. InTechOpen.
- MacBlain S. (2018). Learning Theories for Early Years Practice. Thousand Oaks, California: SAGE Publications.
- Palazzolo, J. (2020). La psychologie positive. Paris: Presses Universitaires de France.
- Rayou, P. & Van Zanten, A. (2018). Les 100 mots de l' éducation. Paris: Presses Universitaires de France.

*- Related academic journals:*

- Journal of Early Childhood Research (SAGE)
- Early Childhood Education Journal (Springer)
- European Early Childhood Education Research Journal

**(207) GENERAL**

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	IIAI43	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	Teaching and Learning Methods – Case studies		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

**(208) LEARNING OUTCOMES****Learning outcomes**

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

Consult Appendix A

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



**LEVEL OF LEARNING OUTCOMES: 6****AIM OF THE COURSE**

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.

**LEARNING OUTCOMES**

Upon successful completion of the course the student will be able

- at a knowledge level:
  - to know the concept, purpose and methods of teaching
  - to know the process of designing, implementing and evaluating teaching applications
  - to understand the parameters for successful teaching practice
  - to describe the objectives in the teaching models and the techniques used
- at the skills level, to explain and draw conclusions about:
  - to select and prioritize teaching objectives appropriately
  - to distinguish the appropriateness of methods and techniques in relation to the content they aim to teach
  - to organize innovative teaching experiences.
- in terms of competences, to apply the above as follows:
  - To justify the theoretical background of his / her choices
  - To select and use the adequate references in national and international level
  - To support with arguments his / her choices
  - To compare and evaluate data, and make decisions

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Search for, analysis and synthesis of data and information, using the necessary technology
- Adapting to new situations
- Working independently
- Team work
- Production of new research ideas
- Respect for ethical and moral principles in research,
- Project planning and management
- Decision-making
- Respect for diversity and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism

**(209) SYLLABUS**

53. General didactic theory
54. Modern teaching approaches
55. Selection and organization of teaching subjects
56. Goal setting methods
57. Use of a concept map
58. Teaching methods- Interactive and descriptive teaching methods
59. Differentiated teaching and learning methods
60. The power of co-teaching - Interdisciplinary approaches
61. E- learning
62. Case study
63. Design and implementation of case studies - Evaluation criteria
64. Exploratory forms of teaching - The power of projects
65. Innovation and creativity in teaching

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (slides, videos, etc.) Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. Use of e-mail for communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Tutorials	40
	Interactive teaching: Exercises - Material analysis	20
	Study and analysis of relevant bibliographic sources	20
	Case study design and presentation	40
	Independent study	30
	Total	150
	Course total	150

<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ul style="list-style-type: none"> <li>– Design and presentation of a case study (50%)</li> <li>– Written final exams at the end of the semester with open answer and multiple-choice questions (50%)</li> </ul> Language of evaluation: Greek
---	---

## (211) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

### Greek language

Apple, M., (1986). *Ιδεολογία και αναλυτικά προγράμματα*, Θεσσαλονίκη, Παρατηρητής.  
Βαλιαντή, Σ. και Νεοφύτου, Λ., (2017). *Διαφοροποιημένη διδασκαλία. Λειτουργική και αποτελεσματική εφαρμογή*. Εκδ. ΠΕΔΙΟ.  
Bloom, B. S. & Krathwohl, D. R., (1986). *Ταξινομία διδακτικών στόχων*, (μτφρ. Αλ. Λαμπράκη - Παγανού), τόμος Α' -Γνωστικός Τομέας, Εκδόσεις Κώδικας, Αθήνα.  
Jacobsen, D., Eggen, P., & Kauchak, D. (2009). Μέθοδοι Διδασκαλίας. Ενίσχυση της Μάθησης των παιδιών από το Νηπιαγωγείο έως το Λύκειο. (Επιμ.: Μ. Σακελλαρίου & Μ. Κόνσολας). Διάδραση. Katz, L.G., Chard, S.C., Κόνσολας, Μ., (2011). *Η μέθοδος Project: Η ανάπτυξη της κριτικής σκέψης και της δημιουργικότητας των παιδιών της προσχολικής ηλικίας*. Εκδ. Κ. Μπάμπαλης Μονοπρόσωπη ΕΠΕ.  
Καψάλης, Γ. Α. & Βρεττός, Ε. Γ. (2015). *Μικροδιδασκαλία και Άσκηση Διδακτικών Δεξιοτήτων*. Ατραπός.  
Κορωναίου, Α., (2002). *Εκπαιδύοντας εκτός σχολείου*. Εκδ. Μεταίχμιο Εκδοτική Α.Ε.  
Kron F. W., Σοφός Α. (2007). *Διδακτική των μέσων*, Εκδότης: Γ. ΔΑΡΔΑΝΟΣ - Κ. ΔΑΡΔΑΝΟΣ Ο.Ε.  
Κυπριανός Π., και Μουσένα Ε. (Επιμ.) (2021) *Πέρα από την Ποιότητα - Γλώσσες αξιολόγησης στην Προσχολική Αγωγή*. Gutenberg. Αθήνα  
Dahlberg G., Moss P. & Pence A. *Beyond Quality in Early Childhood Education and Care – Languages of Evaluation*. Routledge. London and New York.  
McLachlan Claire, Fleer Marilyn, Edwards Susan, Παπανδρέου Μαρία (επιμ.) (2017). *Αναλυτικά Προγράμματα Προσχολικής και Πρώτης Σχολικής Ηλικίας*. Gutenberg: Αθήνα.  
Μουσένα Ε. (2021). *Επικοινωνία και Προφορικότητα στην Εκπαίδευση: Προγράμματα και Παιδαγωγικές Πρακτικές*. Gutenberg. Αθήνα.  
Μπιρμπύλη, Μ., (2015). *Προς μια Παιδαγωγική του Διαλόγου*. Εκδ. Σοφία.

### English Language

Barnes, D. (1976). *From Communication to Curriculum*. Harnmondsworth: Penguin.  
Clay, M. (2001). *Change over time in children's literacy development*, Heinemann.  
Cooper, D.J. (2000). *Literacy: Helping Children Construct Meaning*. Boston: Houghton Mifflin Company.  
Cresas, X. (1989). *On n'apprend pas tout seul. Interacions sociales et construction des savoirs*. ESF : Paris.  
  
Edwards, D. & Mercer, N. (1987). *Common Knowledge: The Development of Understanding in the Classroom*. London: Methuem.  
Dodge, Diane Trister. (2002). *Creative curriculum for preschool, 4th edition*. Washington, DC: Teaching

Strategies.

Goodson, I. (1994). *Studying Curriculum: Cases and Methods*, Buckingham, Open University Press  
Newman, D. Griffin, P. & Cole, M. (1989). *The Construction Zone*. Cambridge: Cambridge University Press.

Kelly A. V. (1999). *The Curriculum, Theory and Practice*, London, PCP

Mousena E. & Raptis N., (2020). Beyond Teaching: School Climate and Communication in the Educational Context, in: Waller, L. (Ed.) *Education at the Intersection of Globalization and Technology*. pp. 153-169. Intech Open. DOI: <http://dx.doi.org/10.5772/intechopen.93575>  
Young, F.D.M. (1998). *The Curriculum of the Future*, London, Falmer Press

Vogel, M. J. ed. (1987). *Red, White and Blue—Childhood and Citizenship*, Please Touch Museum for Children, Philadelphia, PA, ERIC.

- Related academic journals:

Curriculum Inquiry

Education & Culture: The Journal of the John Dewey Society Children & Society

International Journal of Education Policy & Leadership European Early Childhood Research Journal

Early Education Journal

Early child development and care

Early Childhood Research Quarterly

Contemporary Issues in Early Childhood

Compare: A Journal of Comparative and International Education

#### FEN 44: Health Education – Compulsory

#### COURSE OUTLINE

##### (212) GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	FEN44	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	HEALTH EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES, SEMINARS, FIELD WORK EXERCISES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general</i>	GENERAL BACKGROUND		

<i>background, special background, specialised general knowledge, skills development</i>	
<b>PREREQUISITE COURSES:</b>	NO
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO
<b>COURSE WEBSITE (URL)</b>	

### (213) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i>  <i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>LEVEL OF LEARNING OUTCOMES: 6  AIM OF THE COURSE</p> <p>The aim of the course is:</p> <ol style="list-style-type: none"> <li>a) to develop skills for adopting healthy attitudes and behaviours and familiarize students with Health Promoting practices</li> <li>b) to provide general knowledge about the causes, recognition and treating of accidents in early childhood</li> <li>c) the acquisition of knowledge on basic pediatric issues such as preschool-age related diseases</li> <li>d) the acquisition of general knowledge on nutrition and eating habits</li> <li>e) the establishment of the responsibilities of the Early Childhood Educator in the nursery on issues related to the treatment of diseases, health problems and diet.</li> </ol> <p>LEARNING OUTCOMES</p> <p>Upon successful completion of the course the student will be able</p> <ul style="list-style-type: none"> <li>• at a knowledge level: <ul style="list-style-type: none"> <li>- to be aware of the basic concepts of health promotion and education</li> <li>- to describe preventive measures</li> <li>- to name the basic principles of proper nutrition and understand their importance for the normal development of children in early childhood</li> <li>- to describe the usual cause of accidents in early childhood</li> <li>- to describe the main characteristics of the most common diseases in early childhood</li> <li>- to understand the responsibilities of the Early Childhood Educator and the legal framework within which they can act in the event of accidents, illness, food allergies, dietary peculiarities in the Early Childhood Centre.</li> </ul> </li> <li>• at the skills level: <ul style="list-style-type: none"> <li>- to know and apply first aid in Early Childhood in situations such as choking, febrile convulsions, nosebleeds, fever, insect bite, sunstroke, heatstroke, shock, stroke, fainting, vomiting, bleeding, seizures, if necessary</li> <li>- to know how to use simple objects when performing first aid</li> <li>- to name hygiene related preventive measures and be able to apply them in Early Childhood Education and Care settings</li> <li>- to promote cooperation between the early childhood center, family and the community in a variety of ways for health promotion purposes</li> </ul> </li> </ul>

- at a competent level:
- to apply hygiene related rules in the everyday life within Early Childhood Education and Care settings
- to be aware of food combining options and promote the Mediterranean diet
- to seek out best practices that create a positive nutritional environment and encourage young children to try new foods

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Adapting to new situations
- Decision making
- Autonomous work
- Demonstrating social, professional and ethical responsibility

**(214) SYLLABUS**

1. Public Health Principles.
2. Hygiene in Early Childhood Education and Care settings.
3. Safety in Early Childhood Education and Care settings.
4. Principles of Healthy Eating in Early Childhood.
5. Nutrition and Physical Activity in Early Childhood.
6. Food Hygiene in Early Childhood Education and Care Settings.
7. Principles of prevention of communicable and non-communicable diseases in Early Childhood.
8. First aid - the first steps of providing first aid - The contents of a first aid pharmacy in Early Childhood Education and Care Settings- Medicines in the Education and Care settings.
9. Soft Tissue Injuries (abrasion, contusion, trauma, fractures, dislocations, sprains, skull fracture, facial fracture, spinal fracture, fractured limbs, road traffic injuries, bites and bruises).
10. Injuries caused from natural causes: (a) heat (burns, heatstroke) (b) cold (frostbites), (c) sun (sunstroke), (d) electricity, (electrocution, lightning stroke), (e) radiation, (f) drowning, (g) drowning.
11. Foreign objects (Foreign object on the skin, in the eye, nose, ear, ingestion of foreign body).  
Poisons and antidotes, signs and symptoms in poisoning, first aid in poisoning, removal and neutralization of poison.
12. Pathological causes requiring first aid. Pulse, pain (headache, toothache, earache, ear pain, abdominal pain, fever, diarrhoea - vomiting, fainting - shock - loss of consciousness, coma, stroke, epilepsy - convulsions, heart attack - angina pectoris, abnormal bleeding (nosebleeds, ear bleeds, gastric bleeding, haemoptysis, varicose veins - haemorrhoids).
13. Introduction to CPR and cardiopulmonary resuscitation (cpr). Schaefer-Emerson CPR, Schaefer CPR, Silvester CPR, Holger-Nielsen CPR, mouth-to-mouth CPR.

## (215) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, Seminar, Field work activities and in communication with students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	80
	Seminar	35
	Field Work Activities	35
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	THEORETICAL PART	
	Written Final Examination <ul style="list-style-type: none"> <li>• Short Answer Questions</li> <li>• Long Answer Questions</li> </ul>	
	Oral Examination	
	FIELD WORK ACTIVITIES	
	<ul style="list-style-type: none"> <li>• Oral Examination in First Aid Application</li> <li>• Individual or Group Project</li> </ul>	

## (216) ATTACHED BIBLIOGRAPHY

<b>Greek Literature</b> Γερμενής Τ. (1994). <i>Μαθήματα Πρώτων Βοηθειών για επαγγέλματα Υγείας</i> . Αθήνα: Εκδόσεις Βήτα. Δαρβίρη, Χρ. (2007). <i>Προαγωγή της υγείας</i> . Αθήνα: Πασχαλίδης. Ewles L. (2011). <i>Προάγοντας την Υγεία</i> . Αθήνα: Πασχαλίδης. Ιατράκης Γ., Αντωνίου Ε., Περηφάνου Δ., Νοταρά Β. (2020). <i>Πρώτες βοήθειες</i> . Desmos. Digital IKE. Ζαμπέλας Α. (2017). <i>Η Διατροφή στα Στάδια της Ζωής</i> . Λευκωσία: Broken Hill Publishers LTD. Κανακούδη-Τσακαλίδου Φ., Κατζός Γ., Παπαχρήστου Φ., Δρόσου-Αγακίδου Β. (2014). <i>Βασική παιδιατρική</i> (Γ' έκδοση). Θεσσαλονίκη: University Studio Press. Μηνούδης Γ. (2012). <i>Παιδική Διατροφή και Ανάπτυξη</i> . Αθήνα: Κέδρος. Μπόσκου Γ. (2015). <i>Βασική Μικροβιολογία και Υγιεινή για επαγγελματίες Τροφίμων</i> . Αθήνα: Επιστημονικές Εκδόσεις Παρισιάνου. Prathibha V. (2016). <i>Mayo Clinic Προληπτική Ιατρική και Δημόσια Υγεία</i> . Εκδόσεις Γκότσης Κ. & Σία Ε.Ε.
--



Τσόχας, Κ., Πετρίδης, Α. (1998). *Πρώτες Βοήθειες. Βασικές γνώσεις*. Αθήνα: Εκδόσεις Λύχνος.

*Πρώτες Βοήθειες*. (2000), Βρετανικού Ερυθρού Σταυρού (7η έκδοση). Ιατρικές εκδόσεις Λίτσα.

Spark A., Dinour L., Obenchain J. (2018). *Διατροφή στην Δημόσια Υγεία - Αρχές, Πολιτικές, Πρακτικές*. Λευκωσία: Broken Hill Publishers LTD.

Τριγόπουλος Δ., Καλαποθάκη Β., Πετρίδου Ε. (2000). *Προληπτική ιατρική και δημόσια υγεία*. Αθήνα: Ζήτα.

**Foreign Bibliography**

American Red Cross. (2003). *Textbook of First Aid Fast*. 2nd Edition. American National Red Cross.

Brandenburg M., (2012). *Baby Safe: The Practical Guide for Preventing Infant & Toddler Injuries*. Child Safe Strategies LLC.

Robertson C. (2016). *Safety, Nutrition and Health in Early Education*. 6th Edition. Cengage Learning.

**Scientific Journals**

*Open Access MDPI Journal*

#### ΠAI 45: Interaction based Pedagogy for Infants - Compulsory Elective

##### COURSE OUTLINE

##### (217) GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΠAI 45	<b>SEMESTER</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	INTERACTION BASED PEDAGOGY FOR NFANTS		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		

**(218) LEARNING OUTCOMES****Learning outcomes**

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

*Consult Appendix A*

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

**LEVEL OF LEARNING OUTCOMES: 6****COURSE AIM**

The aim of the course is a) to help students understand that the infant in the daycare setting is at the same time an individual, a subject and a part of a group b) to understand the way in which the infant acts in the physical, social and learning/educational environment of the daycare setting through their daily interaction with children c) to understand that infants co-construct knowledge and relationships and d) to understand the importance of the role of the educator in order to be able in the future to support and promote the co-construction of knowledge and relationships as well as the infants' agency by recognizing them as acting individuals in the daycare setting

**LEARNING OUTCOMES**

Upon successful completion of the course the student will

At a knowledge level will be able to recall and describe:

- Basic principles of pedagogy through interactions
- Ways and means to support infants in their interactions
- Ways and means to support the co-constructions of knowledge and relationships with infants
- Ways and means to support the infant's agency in daycare

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

- The importance of positive interaction for the education and care of infants.
- The value of programmes based on pedagogy through interactions
- The role of educators in developing relationships with infants
- The role of educators in enhancing the infant's agency in the daycare settings

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

- Put in place pedagogical practices to enhance interactions
- To organise and ensure the use of pedagogy through interactions in the daily programme with infants in the daycare settings
- Evaluate pedagogical practices by taking into account the physical, emotional and cognitive needs of infants
- Work effectively within a multidisciplinary team to support infants and their families.

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

## (219) SYLLABUS

### COURSE CONTENT

- 1.The interaction of infants with the physical, social and learning environment of the daycare environment
- 2.Co-construction of education and care
- 3.The role of verbal and non-verbal communication in interactions
- 4.Interactions with peers
- 5.The importance of mixed age groups - Early friendships
- 6.Interactions during play
- 7.eThe role of educators in enhancing and developing relationships
- 8.Deconstructing the power and authority of the pedagogue in the daycare environment
- 9.Interactions with the physical environment of the nursery
- 10.How infants use and interact with objects, furniture, indoor/outdoor spaces of the daycare setting.
- 11.The active role of the infant in daycare settings
- 12.The infant on the floor: Integrating the floor's affordances into the pedagogical programme
- 13.Interactions as a quality aspect of an Early childhood education and care setting

## (220) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in face-to-face teaching (slides and videos) - Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. - Use of e-mail for communication with students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	50
	Interactive teaching	40
	Assignments	30
	Study and analysis of bibliography	30
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written final exams - Short-answer questions - Open-ended questions Or individual written assignment	

## (221) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Atherton, F., & Nutbrown, C. (2013). *Understanding schemas and young children: From birth to three*. Sage Publications.

Corsaro, W. A. (2017). *The sociology of childhood*. Sage Publications.

Elfer, P. (2013). *Key persons in the nursery: Building relationships for quality provision*. Routledge.

Gunn, A.C., Hruska, C.A, (2017), *Interactions in Early Childhood Education: Recent Research and Emerged Concepts*, Springer

Kernan, M., & Singer, E. (Eds.). (2011). *Peer relationships in early childhood education and care*. London: Routledge.

Katsiada, E., Roufidou, I., Wainwright, J., & Angeli, V. (2018). *Young children's agency: Exploring children's interactions with practitioners and ancillary staff members in Greek early childhood education*

and care settings. Early child development and care, 188(7), 937-950.  
 Katsiada, E., & Roufidou, I. (2018). *Young children's use of their setting's internal floor space affordances: evidence from an ethnographic case study*. Early Child Development and Care, 1-13.  
 - Related academic journals:  
 Early Child Development and Care  
 Early Childhood Education Journal  
 Journal of Early Childhood Research

#### ΠAI 46: Pedagogical Environment for Infants and Young Children - Compulsory Elective

##### COURSE OUTLINE

##### (222) GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΠAI46	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	Learning Environment for Infants and Toddlers		
<b>INDEPENDENT TEACHING ACTIVITIES</b>  <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES AND FIELD EXERCISES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> general background, special background, specialised general knowledge, skills development	Special background		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE(URL)</b>			

##### (223) LEARNING OUTCOMES

**Learning outcomes**

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

*Consult Appendix A*

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

**LEVEL OF LEARNING OUTCOMES: 6****AIM OF THE COURSE**

The course aims to introduce students to a) understand the value of the quality of the educational environment for infants and young children and b) to realise the importance of the holistic development of infants and young children in quality educational environments

**LEARNING OUTCOMES**

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

- possess and explain the definitions of natural environment, pedagogical environment
- identify the basic characteristics of a quality pedagogical environment for infants and young children.
- name and analyse the types of environment in which infants and young children are active and involved
- analyses the importance of a quality pedagogical environment for the holistic development of infants and young children
- identifies and analyses the priorities of the pedagogical environment of the pedagogical center
- understands the importance of the interaction of the physical and social environment in development of young children aged 0-3 years
- recognises the environment as the third educator

At the skills level, they will be able to:

- search and present literature on pedagogical environments for infants and young children
- evaluate materials and pedagogical equipment for infant and young child learning environments
- develop critical thinking about the value of the social environment and interaction in the holistic development of infants and young children

In terms of competences you will be able to:

- organise spaces for infants and young children based on their individual needs and characteristics.
- evaluate and modify pedagogical environments with creativity and critical thinking for infants and young children
- collaborate effectively within the group

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Searching, analysing and synthesising data and information using the necessary technologies
- Decision-making
- Autonomous work
- Group work
- Adapting to new situations
- Respect for diversity and multiculturalism
- Exercising criticism and self-criticism
- Production of free, creative and inductive thinking

## (224) SYLLABUS

1. Physical environment and quality of education
2. Environment and pedagogical center
3. Environment and development of infants and young children (research)
4. The approach to space through early childhood education programme for infants and young children - appropriate practices
5. Basic principles of space design and safety for infants and young children
6. Pedagogical environment for infants and young children in the Sure Start programme
7. Organization of quality indoor environments for infants and young children - material organization
8. Organization of quality outdoor spaces for infants and young children - material organization
9. Social environment and infants
10. Environments for infants and young children outside pedagogical center
11. Review and modification of pedagogical environments based on the principles of respecting the needs of infants and young children
12. Multisensory environments in education of infants and young children
13. Sensory rooms and nurseries

### FIELD EXERCISES

1. Getting to know pedagogical environments for infants and young children
2. Observation of the organization of pedagogical environments for infants and young children - critical reflection
3. Minor interventions with reference to the space for infants and young children in pedagogical environments where fieldwork takes place - reflection
4. Study of scientific articles on pedagogical environments for infants and young children

## (225) TEACHING and LEARNING METHODS-EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, Communication with students</i>	- Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students - Use of e-mail and e-class for communication with students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	60
	Field exercises	40
	Study & analysis of literature	10
	Interactive teaching	10

<p>practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</p>	Writing paper	10
	Educational visits	20
	Total	150
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p>Description of the evaluation procedure</p> <p>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-define devaluation criteria are given, and if and where they are accessible to students.</p>	<p>1. Written examination</p> <ul style="list-style-type: none"> <li>- With topic development questions</li> <li>- Short answer questions</li> <li>- With problem-solving questions</li> </ul> <p>2. With individual essay</p> <p>3. With group essay</p> <p>There are defined criteria and they are posted in the e-class of the course</p>	

## (226) ATTACHED BIBLIOGRAPHY

### - Suggested bibliography:

- Βίννικος, Ν. (2009). *Το παιδί, ο παιχνίδι και η πραγματικότητα*. Εκδόσεις: Καστανιώτης ΑΕΒΕΔΕ
- Γερμανός Δ. (2004). *Χώρος και διαδικασίες αγωγής. Η παιδαγωγική ποιότητα του χώρου*. Αθήνα: Gutenberg
- Μπότσογλου Κ. (2010). *Υπαίθριοι χώροι παιχνιδιού και παιδί. Ποιότητα, ασφάλεια, παιδαγωγικές εφαρμογές*. Αθήνα: Gutenberg
- Ρέντζου Κ.-Σακελλαρίου Μ. (2014). *Ο χώρος ως παιδαγωγικό πεδίο σε προσχολικά περιβάλλοντα μάθησης*. Εκδόσεις Πεδίο.
- Συγκολλίτου, Ε. (επιμ.) (2006) *Περιβαλλοντική Ψυχολογία: Σύγχρονες τάσεις στον ελλαδικό χώρο*. Θεσσαλονίκη: Κυριακίδης
- Bilton, H. (2014). *Playing Outside Activities, ideas and inspiration for the early years*. Routledge
- Curtis, D., & Carter, M. (2003). *Designs for living and learning – Transforming early childhood environments*. St. Paul, MN: Redleaf Press.
- Greenman, J. (2005). *Caring spaces, learning places – Children's environments that work*. Redmond, WA: Exchange Press Inc.
- Crace, J. (2019). *Multiple Multisensory Rooms: Myth Busting the Magic*. Routledge
- Fisher, D.L., Khine . (M.S. 2006). *Contemporary Approaches to Research on Learning Environments*. London : Word Scientific
- White J. (2019). *Playing and Learning Outdoors: The Practical Guide and Sourcebook for Excellence in Outdoor Provision and Practice with Young Children*. Routledge
- Woods A. (2017). *Elemental Play and Outdoor Learning Young children's playful connections with people, places and things*. Routledge

- Related academic journals:  
International Journal of Play



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

**COURSE OUTLINE**

**(227) GENERAL**

<b>SCHOOL</b>	<b>SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES</b>		
<b>ACADEMIC UNIT</b>	<b>DEPARTMENT OF EARLY CHILDHOOD EDUCATION &amp; CARE</b>		
<b>LEVEL OF STUDIES</b>	<b>UNDERGRADUATE STUDIES</b>		
<b>COURSE CODE</b>	<b>IIAI 47</b>	<b>SEMESTER</b>	<b>6<sup>th</sup></b>
<b>COURSE TITLE</b>	<b>CHILDREN'S EARLY ENGAGEMENT WITH BOOKS</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> general background, special background, specialised general knowledge, skills development	<b>SPECIAL BACKGROUND</b>		
<b>PREREQUISITE COURSES:</b>	CHILDREN'S LITERATURE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

**(228) LEARNING OUTCOMES**

**Learning outcomes**

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

*Consult Appendix A*

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

**LEVEL OF LERNING OUTCOMES: 6****PURPOSE OF THE COURSE**

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. Also, students will explore the different ways of selecting and utilizing books during their everyday pedagogical practice.

**LEARNING OUTCOMES**

After the successful completion of the course the students:

- D) at a **knowledge** level they will be able to:
- know the new trends about books for children 0-6 years old
  - understand the ways of reading an illustrated book
  - know the types and categories of children's books (for example wordless books, books made from various materials)
- E) at **skill** level they will be able to:
- deal with the children's books critically
  - associate information from various essays
- F) in terms of **competences** they will be able to:
- integrate the children's books in educational process
  - select books of children's literature by evaluative criterions
  - use libraries (physical or digital) for issues about children's literature
  - work individually, but also collaborate in team works
  - product of free, creative and inductive thinking

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

Search for, analysis and synthesis of data and information,  
with the use of the necessary technology

Working independently

Team work

Production of free, creative and inductive thinking

### **(229) SYLLABUS**

14. Definition of the term “a child’s book”
15. Types and categories of children’s books
16. Selection criteria for choosing books
17. Themes of children’s books
18. Factors which connect children to books
19. From text to book: Paratext (book covers, titles, material, etc.)
20. Types of books for infants, toddlers and young children (concept books, toy books, novelty books, short stories, picture books, wordless books, etc.)
21. The importance of reading to infants, toddlers and young children
22. Ways and styles to read to infants, toddlers and young children (individual reading, reading-play)
23. Interaction via group stories and open discussions
24. Utilization of children’s books in nursery/preschool
25. Creation and function of a library in nursery/preschool
26. Presentations of illustrated children’s books for infants, toddlers and young children

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and use of teaching materials	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.  Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.    The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Interactive Teaching	20
	Study and analysis of Bibliography	30
	Project	30
	Essay writing	30
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure    Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other    Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Course total <b>150</b>	
	Essay writing (30%) Written examination (70%)	

**(231) ATTACHED BIBLIOGRAPHY**

- Suggested bibliography:

11. Αναγνωστοπούλου, Δ. (2002). *Λογοτεχνική Πρόσληψη στην Προσχολική και Πρωτοβάθμια Εκπαίδευση*. Αθήνα: Πατάκης.
12. Αναγνωστοπούλου, Δ., Καλογήρου, Τζ., & Πάτσιου, Β. (2002). *Λογοτεχνικά Βιβλία στην Προσχολική Αγωγή*. Αθήνα: Σχολή Ι. Μ. Παναγιωτόπουλου.
13. Bonnafe, Marie (2017). *Τα βιβλία κάνουν καλό στα μωρά*, μτφρ. Γρηγόρης Αμπατζόγλου, Μαρία Μπούρη, Χριστίνα Χατζηδημητρίου, επιμέλεια Έλενα Φωτιάδου. Θεσσαλονίκη: ΣΥΜΕΠΕ.
14. Γαβριηλίδου, Σ. (2018). *Εκδότες, Βιβλία, Παιδιά*. Θεσ/νίκη: University Studio Press.
15. Γιαννικοπούλου, Α. (2016). *Το Εικονογραφημένο Βιβλίο στην Προσχολική Εκπαίδευση*. Αθήνα: Πατάκης.
16. Γκίβαλου, Α. & Πολίτης, Δ. (2013). *Καλλιεργώντας τη Φιλαναγνωσία*. Αθήνα: Διάδραση.
17. Καλογήρου, Τζ. & Λαλαγιάννη, Κ. (2005). *Η Λογοτεχνία στο Σχολείο*. Αθήνα: Τυπωθήτω

18. Κανατσούλη, Μ. (2014). *Μυστικά, Ψέματα, Όνειρα και άλλα: Λογοτεχνία για Αναγνώστες Προσχολικής και Πρώτης Σχολικής Ηλικίας*. Θεσ/κη: University Studio Press.
19. Μίσσιου, Μ. (2020). *Βουβά Κόμικς και Εικονοβιβλίο*. Αθήνα: Καλειδοσκόπιο.
20. Οικονομίδου, Σ. (2016). *Το Παιδί Πίσω από τις Λέξεις*. Αθήνα: Gutenberg.
21. Παπαδάτος, Γ. (2014). *Το Παιδικό Βιβλίο στην Εκπαίδευση και στην Κοινωνία*. Αθήνα: Παπαδόπουλος.

- Related academic journals:

1. *Keimena, Περιοδικό Πανεπιστημίου Θεσσαλίας*
2. *Διαδρομές*
3. *Bookbook*
4. *Children's Literature in Education*
5. *Children's Literature*
6. *Children's Literature Association Quarterly*
7. *Bookbird*
8. *The Lion and the Unicorn*
9. *New Review of Children's Literature and Librarianship*
10. *The Reading Teacher*

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

##### COURSE OUTLINE

##### (232) GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΨΥΧ48	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	DEVELOPMENTAL PSYCHOPATHOLOGY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b>	GENERAL BACKGROUND		
<i>general background, special background, specialised general knowledge, skills development</i>			
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		

**(233) LEARNING OUTCOMES****Learning outcomes**

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

*Consult Appendix A*

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

**LEVEL OF LEARNING OUTCOMES: 6**

**AIM OF THE COURSE**

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

**LEARNING OUTCOMES**

Upon successful completion of the course the student will be able

- at a **knowledge level**, to recall and describe:
  - Fundamental concepts of Developmental Psychopathology.
  - Risk and resilience factors of neurodevelopmental disorders.
  - Normal and abnormal behavior, classification, diagnosis, comorbidity, and epigenesis of neurodevelopmental disorders.
  - Symptoms, causes, course and outcome of the most common neurodevelopmental disorders in infancy and early childhood.
  - Prevention and intervention for neurodevelopmental disorders.
- at the **skills level**, to explain and draw conclusions about:
  - Fundamental concepts of Developmental Psychopathology.
  - Risk and resilience factors of neurodevelopmental disorders.
  - Normal and abnormal behavior, classification, diagnosis, comorbidity, and epigenesis of neurodevelopmental disorders.
  - Symptoms, causes, course and outcome of the most common neurodevelopmental disorders in infancy and early childhood.
  - Prevention and intervention for neurodevelopmental disorders.
- in terms of **competences**, to apply the above as follows:
  - Recognize normal and abnormal behavior in infants and young children.
  - Communicate effectively with infants and young children with abnormal behavior and their parents.
  - Manage risk factors for developmental psychopathology.
  - Cooperate effectively in an interdisciplinary team.

<b>General Competences</b> Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking ... .. Others... ... ..
<ul style="list-style-type: none"> <li>- Search for, analysis and synthesis of data and information, using the necessary technology</li> <li>- Adapting to new situations</li> <li>- Working independently</li> <li>- Team work</li> <li>- Production of new research ideas</li> <li>- Respect for ethical and moral principles in research,</li> <li>- Project planning and management</li> <li>- Decision-making</li> <li>- Respect for diversity and multiculturalism</li> <li>- Showing social, professional and ethical responsibility and sensitivity to gender issues</li> <li>- Criticism and self-criticism</li> </ul>	

## (234) SYLLABUS

<ol style="list-style-type: none"> <li>1. The field of Developmental Psychopathology - History</li> <li>2. Normal and abnormal behavior</li> <li>3. Diagnosis of neurodevelopmental disorders</li> <li>4. Classification systems of neurodevelopmental disorders</li> <li>5. Autism Spectrum Disorder</li> <li>6. Attention Deficit Hyperactivity Disorder</li> <li>7. Developmental Language Disorder</li> <li>8. Learning Disorders</li> <li>9. Anxiety Disorders – Stuttering</li> <li>10. Intellectual Disability</li> <li>11. Comorbidity – Epigenesis</li> <li>12. Prevention and intervention in Developmental Psychopathology</li> <li>13. Conclusions</li> </ol>
---

## (235) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> Face-to-face, Distance learning, etc.	Face-to-face tutorials
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> Use of ICT in teaching, laboratory education,	Use of ICT in teaching (slides, videos, etc.) Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. Use of e-mail for communication with students

communication with students		
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Tutorials	40
	Exercises - Material analysis	40
	Study and analysis of relevant bibliographic sources	20
	Independent study	50
	Total	150
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ul style="list-style-type: none"><li>- Written assignment (20%)</li><li>- Written final exams at the end of the semester with open answer and multiple-choice questions (80%)</li></ul> Language of evaluation: Greek	

### (236) ATTACHED BIBLIOGRAPHY

**Greek**

Κάκουρος, Ε. & Μανιαδάκη, Κ. (2006). *Ψυχοπαθολογία παιδιών και εφήβων – αναπτυξιακή προσέγγιση* (5η έκδοση). Αθήνα: Τυπωθήτω.

Wenar, Ch., & Kerig, P. (2008). *Εξελικτική Ψυχοπαθολογία*. (Επιμ. Δ. Μαρκουλίδης & Ε. Γεωργάκα). Αθήνα: Τυπωθήτω.

Wilmshurst, L. (2011). *Εξελικτική ψυχοπαθολογία. Αναπτυξιακή προσέγγιση* (Επιμ. Η.Γ. Μπεζεβέγκης & Χ.Φ. Παπαηλιού). Αθήνα: Gutenberg.

Κουρκούτας, Η.Ε. (2011). *Προβλήματα συμπεριφοράς στα παιδιά. Παρεμβάσεις στο πλαίσιο της οικογένειας και του σχολείου*. Αθήνα: Τόπος.

Μανιαδάκη, Κ. & Κάκουρος, Ε. (2016). *Η διαχείριση της ΔΕΠ-Υ. Από τη θεωρία στην πράξη*. Αθήνα: Gutenberg.

Κάκουρος, Ε. & Μανιαδάκη, Κ. (2006). *Τραυλισμός. Η φύση και η αντιμετώπισή του στα παιδιά και τους εφήβους*. Αθήνα: Τυπωθήτω.

Κάκουρος, Ε. & Μανιαδάκη, Κ. (2012). *Διαταραχή Ελλειμματικής Προσοχής – Υπερκινητικότητα. Θεωρητικές προσεγγίσεις και θεραπευτική αντιμετώπιση*. Αθήνα: Gutenberg.

Κουρκούτας, Η. & Chartier, J. P. (2008) (επιμ.). *Παιδιά και Έφηβοι με ψυχοκοινωνικές και μαθησιακές διαταραχές*. Αθήνα: Τόπος.

Cooper, M., Hooper, C., & Thompson, M. (2012). *Ψυχική υγεία παιδιών και εφήβων. Θεωρία και πράξη* (επιμ. Γ. Παπαδάτος, μετ. Σ. Χάσκου). Αθήνα: Παρισιάνος.

Harpe, F. (2003). *Αυτισμός*. Αθήνα: Gutenberg.



<b>English</b>	
Maniadaki, K. & Kakouros, E. (2018). <i>The Complete Guide to ADHD: Nature, Diagnosis, and Treatment</i> . Routledge.	
Maniadaki, K., Kakouros, E., Karaba, R. (2010). <i>Psychopathology in Juvenile Delinquents</i> . New York: Nova Publishers.	
Schneider, H.B. (2014). <i>Child Psychopathology – From Infancy to Adolescence</i> . Cambridge University Press.	
Weis R. (2014). <i>Introduction to Abnormal Child and Adolescent Psychology</i> . California: Sage Publications.	
Mash, E. & Barkley, R. (2014). <i>Child Psychopathology</i> , (3 <sup>rd</sup> edition). New York: The Guilford Press.	
<b>Journals</b>	
Development and Psychopathology	
Journal of Abnormal Child Psychology	
Journal of the American Academy of Child and Adolescent Psychiatry	
<i>Journal of Child Psychology and Psychiatry</i>	

**ΨΥΧ 49: Counselling Psychology - Compulsory Elective**

**COURSE OUTLINE**

**(237) GENERAL**

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΨΥΧ49	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	COUNSELLING PSYCHOLOGY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

**(238) LEARNING OUTCOMES**

**Learning outcomes**

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

*Consult Appendix A*

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

**LEVEL OF LEARNING OUTCOMES: 6****AIM OF THE COURSE**

"Counselling Psychology" is the applied branch of Psychology that deals with issues related to the promotion of well-being in humans, the enrichment of relationships, conflict resolution and others, through prevention, awareness and treatment programs. It combines theory with research and application, aiming at understanding intrapsychic processes. It focuses on the acquisition of awareness, the development of self-knowledge and the creation of a harmonious relationship with the self, through the recognition and expression of emotions, needs and motivations.

**LEARNING OUTCOMES**

Upon successful completion of the course the student will be able

- at a knowledge level, to recall and describe:
  - Basic principles of Counseling Psychology.
  - Processes that enhance or prevent the acquisition of awareness, the development of self-knowledge and the creation of a harmonious relationship with the self.
  - Differences and similarities of Counseling Psychology with other branches of psychology as well as other caring professions
  - The role, functions, characteristics and skills of the counseling psychologist
  - Prevention, awareness and treatment programs aimed at promoting human well-being, enriching relationships and resolving conflicts.
- at the skills level, to explain and draw conclusions about:
  - Basic principles of Counseling Psychology
  - Processes that enhance or prevent the acquisition of awareness, the development of self-knowledge and the creation of a harmonious relationship with the self.
  - Differences and similarities of Counseling Psychology with other branches of psychology as well as other professions of assistance
  - The role, functions, characteristics and skills of the counseling psychologist.
  - Prevention, awareness and treatment programs aimed at promoting well-being in humans, enriching relationships and resolving conflicts.
- in terms of competences, to apply the above as follows:
  - It recognizes intrapsychic processes, as well as the goals and limits of the prevention and therapeutic intervention programs of counseling psychology.
  - It approaches in an appropriate way preschool children and their parents, in cases where development does not follow the expected typical course.
  - Manages issues related to the promotion of well-being in humans and reduces risk factors that increase the likelihood of symptoms.

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

### (239) SYLLABUS

<ol style="list-style-type: none"> <li>1. <i>Introductory course in counseling psychology.</i></li> <li>2. <i>Basic theoretical approaches of counseling psychology.</i></li> <li>3. <i>Comparison of psychological theories.</i></li> <li>4. <i>The role of the counselling psychologist.</i></li> <li>5. <i>The counseling relationship in therapeutic practice, the establishment of a therapeutic alliance.</i></li> <li>6. <i>The therapeutic context and its importance.</i></li> <li>7. <i>Communication and Interaction: Interpersonal communication.</i></li> <li>8. <i>The importance of negative ability.</i></li> <li>9. <i>Transference and counter -transference</i></li> <li>10. <i>The mental needs of the beneficiary, the resistances and the development of negative emotions in the transference.</i></li> <li>11. <i>Parent counseling.</i></li> <li>12. <i>Counselling groups and parents' schools within the framework of the kindergarten.</i></li> <li>13. <i>The importance of supervision and cooperation with colleagues.</i></li> </ol>
--

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>- Use of ICT in teaching (slides, videos, etc.)</li> <li>- Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students.</li> <li>- Use of e-mail for communication with students</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory</i>	<b>Activity</b>	<b>Semester workload</b>
	Tutorials	40
	Exercises - Material analysis	40
	Study and analysis of relevant	20

<i>practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	bibliographic sources	
	Independent study	50
	Total	150
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ul style="list-style-type: none"> <li>Written final exams at the end of the semester with open answer and multiple-choice questions (80%)</li> <li>Observation plan (20%)</li> </ul> Language of evaluation: Greek	

#### (241) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography (in Greek):</p> <p>McLeod J. (2005). Εισαγωγή στη Συμβουλευτική. Εκδόσεις Μεταίχμιο.</p> <p>Roger C. (1991). Ομάδες Συνάντησης: Αυτογνωσία - Ψυχολογία των Ομάδων – Επικοινωνία. Εκδόσεις Δίοδος.</p> <p>Suggested bibliography (in English):</p> <p>Brown, S.D. &amp; Lent, R.W. (2008). <i>HandBook of Counseling Psychology. Fourth Edition.</i> Wiley.</p> <p>Bardhoshi, G., Duncan, K. &amp; Erford, B.T. (2017). <i>Effects of a specialized classroom counseling intervention on increasing self-efficacy among first-grade rural students. Professional School Counseling 21 (1): 1096-2409.</i></p> <p>- Related academic journals:</p>
--

#### ΨΥΧ 50: Social Psychology - Compulsory Elective

##### COURSE OUTLINE

#### (242) GENERAL

<b>SCHOOL</b>	ADMINISTRATION, ECONOMICS & SOCIAL STUDIES		
<b>ACADEMIC UNIT</b>	CONDUCT & CARE IN EARLY CHILDHOOD		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΨΥΧ 50	<b>SEMESTER</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	SOCIAL PSYCHOLOGY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>

<i>course, give the weekly teaching hours and the total credits</i>		
LECTURES	3	15
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>		
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND	
<b>PREREQUISITE COURSES:</b>	GROUP DYNAMICS	
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK	
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES (TO GREEK-SPEAKING STUDENTS)	
<b>COURSE WEBSITE (URL)</b>		

## (243) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>LEVEL OF LEARNING OUTCOMES: 6</p> <p>AIM OF THE MODULE</p> <p>The aim of the module is to familiarize students with theoretical and applied aspects of Social Psychology, focusing on basic concepts, theories and research. More specifically, it concerns the development of comprehension and skills related to the interaction of individuals with their environment, in terms of cognitive, emotional and behavioral responses, and how the -real, implied or imaginary- presence of others has psychological implications and co-shapes explicit behavior. Students will become familiar with the psychological parameters of (causal) attribution, the sense of self, attitude formation, group functioning, the nature of conformity and obedience, and social power, among others. Finally, emphasis is placed on the changing nature of the social world and the ability of students to articulate a scientific discourse on socio-psychological phenomena, but also to be able to apply them to circumstances of their daily lives.</p> <p>LEARNING OUTCOMES</p> <p>Upon successful completion of the module the student,</p> <p>In terms of <b>knowledge</b>, will be able to recall and describe:</p> <ul style="list-style-type: none"> <li>• Basic principles of social psychology.</li> <li>• Processes that govern the individual's behavior as influenced by the presence of others.</li> <li>• Elements that determine their behavior, their attitudes and the roles they take on.</li> <li>• The various socio-psychological phenomena and their extensions for human life.</li> </ul> <p>In terms of <b>skills</b>, will be able to interpret and draw conclusions about:</p>

- Basic principles of social psychology.
- Processes that govern the individual's behavior as influenced by the presence of others.
- Elements that determine their behavior, their attitudes and the roles they take on.
- The various socio-psychological phenomena and the way they affect human life.

In terms of **capacities**, will be able to apply the above as follows:

- Recognize the basic principles that govern the behavior of the individual as influenced by the presence of others.
- Approach preschool children and their parents appropriately in kindergarten, recognizing the ways in which their thoughts, feelings and behaviors are shaped in the context of their interpersonal relationships and the social world.
- Manage the issues that will arise in the workplace more effectively, taking into account the role of social influence, the effects of the wider cultural context and constant phenomena in human interaction.
- Collaborate effectively within an interdisciplinary team to support the child and his or her family.

#### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- *Adaptation to new situations.*
- *Autonomous work*
- *Teamwork*
- *Work in international environments*
- *Work in interdisciplinary environments*
- *Production of new research ideas*
- *Respect for diversity and multiculturalism*
- *Exercise criticism and self-criticism*
- *Promoting free, creative and inductive thinking*

#### **(244) SYLLABUS**

1. Introduction to social psychology
2. Attribution
3. Attitudes
4. Learning
5. Convergence, divergence and conflict (Norms, conformity & majority / minority influence)
6. Obedience and hierarchical differentials
7. Social power
8. Self & social identity
9. The group context
10. Prejudice and discrimination

## (245) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Use of ICT in face-to-face learning (slide shows and video projections).</li> <li>• Use of an electronic platform for distribution of educational material and synchronous and asynchronous communication with students.</li> <li>• Use of e-mail to communicate with students.</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Audiovisual material analysis	40
	Bibliography study and analysis	20
	Independent study	50
	<b>Module Total</b>	<b>150</b>
	Course total	
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ul style="list-style-type: none"> <li>• Written final exam at the end of the semester with open-ended and multiple choice questions (100%).</li> </ul> Language of assessment: Greek	

## (246) SUGGESTED BIBLIOGRAPHY

Hogg & G.M. Vaughan (2010). *Social Psychology*. Athens: Guttenberg.

Aronson, E., Wislon, T., & Sommers, S. (2020). *Social Psychology*. Athens: Tziolas.

Hogg, M., & Tindale, S. (2016). *Handbook of Social Psychology - Group Processes*. Athens: Gutenberg.

Roussiau, N. (2009). *Social Psychology*. Athens: Greek Letters

Bozatzis, N. & Dragona, T. (Ed.) (2011). *Social Psychology: The turn to discourse*. Athens: Metaichmio.



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

**COURSE OUTLINE**

**(247) GENERAL**

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION & CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>ΨΥΧ51</b>	<b>SEMESTER</b>	6TH
<b>COURSE TITLE</b>	CREATIVITY AND LEARNING		
<b>INDEPENDENT TEACHING ACTIVITIES</b>  <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b>	SPECIAL BACKGROUND		
<i>general background, special background, specialised general knowledge, skills development</i>			
<b>PREREQUISITE COURSES:</b>	EDUCATIONAL PSYCHOLOGY		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES (TO GREEK SPEAKERS)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC377/">https://eclass.uniwa.gr/courses/ECEC377/</a>		

## (248) LEARNING OUTCOMES

### Learning outcomes

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

*Consult Appendix A*

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

### LEVEL OF LEARNING OUTCOMES: 6

#### COURSE OBJECTIVE

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 nursery school.

#### LEARNING OUTCOMES:

Upon successful completion of this course:

At the **knowledge** level, the student will be able to recall and describe:

- Basic concepts of Educational Psychology.
- Psycho-emotional dimension of the pedagogical process.
- Issues that arise in the school context, with a special emphasis on the psychodynamic approach.
- Emotional development in the preschool years and educational assessment methods.
- Prevention and intervention methods aimed at supporting children and their families.

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

- Basic concepts of Educational Psychology.
- Psycho-emotional dimension of the pedagogical process.
- Issues that arise in the school context, with a special emphasis on the psychodynamic approach.
- Emotional development in the preschool years and educational assessment methods.
- Prevention and intervention methods aimed at supporting children and their families.

At the **competences** level, the student will be able to apply the above, as follows:

- Recognizes the expression of emotions, needs, and motivations of young children, through play, painting, fairy tales, and the educational process, in general.
- Approaches preschool children and their parents in an appropriate way, in cases where the development does not follow the expected typical course.
- Manages (and limits) risk factors that increase the likelihood of dysfunctional behavior manifestation, in the school context.

**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma

Supplement and appear below), at which of the following does the course aim?

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

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

- Adaptation to new situations
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Respect for diversity and multiculturalism
- Criticism and self-criticism
- Promoting free, creative, and inductive thinking

**(249) SYLLABUS**

1. 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).
2. Emotional development in the preschool years (developmental achievements and concerns).
3. The child's self-identification and separation from parents.
4. The diversity in education (socio-cultural diversity, temperament).
5. The child's relationship with her/his body.
6. Child sexuality and gender formation.
7. The role of play.
8. Fairy tales and their function.
9. What children's drawings reveal.
10. Educational assessment (assessment methods).
11. Phobias and aggression in infancy and during the preschool years.
12. Children's relationships within the family and the nursery school.
13. The educational role of the nursery school (what applies to the learning of writing and reading).

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

<p><b>DELIVERY</b></p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face lectures	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> <li>• Use of ICT in face-to-face teaching (slide show and video view).</li> <li>• Use of the asynchronous e-learning platform (e-class) for distribution of educational material and synchronous and asynchronous communication with students.</li> <li>• Communication with students via email.</li> </ul>	
<p><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	Lectures	40
	Audiovisual material analysis	40
	Scientific literature study and analysis	20
	Independent home study	50
	Course total	<b>150</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> <li>• Written final exam at the end of the semester with essay type and multiple choice questions (80%).</li> </ul> <p>Assessment language: Greek</p>	

**(251) ATTACHED BIBLIOGRAPHY**

- Suggested bibliography:

Duffy, B. (1998/2003). *Υποστηρίζοντας τη δημιουργικότητα και τη φαντασία στην προσχολική ηλικία* (Α. Βεργιοπούλου, Μτφ.). Σαββάλας.

Katz, L. G., & Chard S. C. (2011). *Η μέθοδος project: Η ανάπτυξη της κριτικής σκέψης και της δημιουργικότητας των παιδιών της προσχολικής ηλικίας* (Ρ. Λαμπρέλλη, Μτφ. – Μ. Κόνσολας, Επιμ.). Διάδραση.

Ξανθάκου, Γ. (2011). *Δημιουργικότητα και καινοτομία στο σχολείο και στην κοινωνία*. Διάδραση.

Λάγιου-Λιγνού, Ε., Αναγνωστάκη, Λ., & Ναυρίδη, Α. (2019). *Ψυχαναλυτικές παρεμβάσεις με μικρά παιδιά: Στην οικογένεια και στην τάξη*. Αρμός.

Ευαγγελόπουλος, Σ. (1998). *Θέματα παιδαγωγικής ψυχολογίας: Η λεκτική επικοινωνία στη σχολική τάξη*. Ελληνικά Γράμματα.

Ναυρίδης, Κ. (2002). "Επάγγελμα εκπαιδευτικός". *Χρονικά Πειραματικού Σχολείου Α.Π.Θ.*, 12, 19-28.

Filoux, J. C. (2000). *Παιδαγωγική και ψυχανάλυση*. Gutenberg.

Freud, A. (1965). *Normality and pathology in childhood*. Penguin Books.

Georges, M. (2010). *Ψυχανάλυση και εκπαίδευση*. Καστανιώτης.

Kraemer, S. (2000). Politics in the nursery. In W. Wheeler (Ed.), *The Political Subject* (pp. 114–120). Lawrence & Wishart.

Menzies Lyth I. (1960). A case-study in the functioning of social systems as a defense against anxiety: A report on a study of the nursing service of a general hospital. *Human Relations*, 13(2), 95-121.

Parsons, M. (2007). From biting teeth to biting wit: The normative development of aggression. In D. Morgan & S. Ruszczynski (Eds.), *Lectures on violence, perversion and delinquency* (pp. 117–136). Karnac Books.

**ΚΑΟΕ 52: Information Communication Technology in School Administration - Compulsory Elective**  
**COURSE OUTLINE**

**(252) GENERAL**

SCHOOL	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION & CARE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	KAOE 52	SEMESTER	6th
COURSE TITLE	Information Communication Technology (ICT) in School Administration		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALIZED KNOWLEDGE AND SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	NO		

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

### (253) LEARNING OUTCOMES

#### Learning outcomes

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

*Consult Appendix A*

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

#### LEVEL OF LEARNING OUTCOMES: 6

##### LESSON PURPOSE

This course refers to the administration of school units utilizing the means and tools provided by Information and Communication Technologies (ICT). The aim of the course is to thoroughly study the importance and usefulness of ICT in daily administrative work, but also their contribution to increasing the efficiency of employees and the efficiency of administrative procedures. In addition, the aim of the course is to identify the critical conditions for the smooth operation of the school unit at the administrative level, as well as for the modernization and quality upgrade of the provided administrative services.

##### LEARNING RESULTS

Upon successful completion of the course the student

At the level of knowledge he will be able to recall and describe:

- the knowledge required to understand the importance of integrating Information and Communication Technologies into school administration.
- data on the most efficient and effective administrative organization and operation of school units.
- the criticality of the integration of 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.

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

- the knowledge required to understand the importance of integrating Information and Communication Technologies into school administration.
- data on the most efficient and effective administrative organization and operation of school units.
- the criticality of the integration of 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.

At the skill level he will be able to apply the above as follows:

- Analyzes organizational situations and knows how to operate the integration of ICT in school administration
- Utilizes ICT appropriately in order to approach the achievement of organizational goals and exercise an efficient and effective school administration
- Evaluates the school environment and uses ICT as a key tool for problem solving

<b>General Competences</b> Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking .... Others... .....
<ul style="list-style-type: none"> <li>• Search, analysis and synthesis of data and information using the necessary technologies</li> <li>• Adaptation to new situations</li> <li>• Decision making</li> <li>• Leadership</li> <li>• Teamwork</li> <li>• Work in an international environment</li> <li>• Production of new research ideas</li> </ul>	

## (254) SYLLABUS

<b>COURSE CONTENT</b> (1) E-Government (2) Introduction to the concept of Information & Communication Technologies (ICT) (3) Digital Management: advantages & challenges (4) Utilization of ICT in the administration of school units (5) The legislative framework for the integration of ICT in the administration of school units (6) Factors and parameters of ICT integration in school administration (7) ICT & Economic Benefits (8) The role of ICT in daily administrative practice (9) Digitized management files (10) Public Policy for the Management of Administrative Documents: The Impact of Technology (11) Standards for Description & Coding of administrative documents (12) Conceptual tools for managing administrative documents (13) Classification systems
--

## (255) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Use of ICT in lifelong learning (slide show)</li> <li>• Use of an electronic platform for distribution of educational material and synchronous and asynchronous communication with students.</li> <li>• Use of e-mail to communicate with students.</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	LECTURES	40
	AUDIOVISUAL MATERIAL ANALYSIS	20
	BIBLIOGRAPHY STUDY AND ANALYSIS	40
	INDEPENDENT STUDY	50
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The examination of the course will be done either with written examinations at the end of the semester or through two written advances during the semester. Written progress is optional and exempt as long as students have completed at least a grade of 5 in both. It is noted that in order for students to participate in the second written progress they must have completed at least a grade of 5 in the first progress. In case a student does not pass the first progress then he / she does not participate in the second and in order to pass the course he / she must participate in the written exams at the end of the semester. The dates on which the written progress will be made will be announced by the instructor.	

## (256) ATTACHED BIBLIOGRAPHY

### Greek

Φεσάκης, Γ. & Λαζακίδου, Γ. (2017). *Τεχνολογίες Πληροφορίας & Επικοινωνίας και Διακυβέρνηση Εκπαιδευτικών Οργανισμών*. Αθήνα: Διάδραση.

### International

Tatnall, A. (Ed) (2020). *Encyclopedia of Education and information technologies*. Springer Publications.

Voogt, J., Knezek, G., Christensen, R. & Lai, K-W (Eds) (2018). *Second Handbook of information technology in primary and secondary education*. Springer Publications.

Public Record Office (2001) *E-Government Policy Framework for Electronic Records Management*. Version 2.0. Διαθέσιμο στο: <http://www.e-envoy.gov.uk>.

ISO 15489: *Records Management – General*. Διαθέσιμο στο: [http://www.naa.gov.au/recordkeeping/rkpubs/fora/02Mar/AS\\_ISO\\_15489.pdf](http://www.naa.gov.au/recordkeeping/rkpubs/fora/02Mar/AS_ISO_15489.pdf)



Shepherd, E., Yeo, G. (2003). *Managing records: a handbook of principles and practice*. London: Facet Publishing.

Library and Information Association of New Zealand (2002). *Towards a National Information Strategy*. Διαθέσιμο στο: <http://www.lianza.org.nz/nis.htm>

Milner, E. M. (2003). *Managing information and knowledge in the Public Sector*. London: Routledge.

Cleveland, H. (1986). Government is information (but not vice versa). *Public Administration Review*, 46, pp. 605-607.

Lek, C. L., Al-Hawamdeh, S. (2001). *Government Initiatives and the knowledge Economy: case of Singapore*. *Lecture Notes in Computer Science* (2105), pp. 19-32.

Department of Communications, Information Technology and the Arts of the Australian Government (2004). *Australia's strategic framework for the information economy 2004-2006: opportunities and challenges for the information age*. Διαθέσιμο στο: <http://www2.dcita.gov.au/ie/framework>.

Public Record Office (2001). *E-Government Policy Framework for Electronic Records Management. Version 2.0*. Διαθέσιμο στο: <http://www.e-envoy.gov.uk>

NHS Information Authority (2004). *Towards a Cancer Strategy*. Διαθέσιμο στο: <http://www.nhsia.nhs.uk/def/pages/publications.asp>

National Library of Australia National Strategy for Provision of Access to Australian Electronic Publications. Διαθέσιμο στο: <http://www.nla.gov.au/policy/>

National Archives of Australia (2002). *National Archives Recordkeeping Policy*. Διαθέσιμο στο: <http://www.naa.gov.au/recordkeeping/overview/summary.html>

Ministry of Labour and Government Administration (2001). *Central Government Information policy: goals, principles and consequences*, pp. 8. Διαθέσιμο στο: <http://www.dep.no/aad/engelsk/publ/veiledninger>

Barata, K. J. (1998). *The impact of information technology standards on recordkeeping systems development: implications for records professionals*. *Computer Standards & Interfaces* (19), 51-64.

Scientific Journals  
*Journal of Information Technology*  
*Information Technology and People*  
*Information Systems Management*

### ΚΑΟΕ 53: Organizational Behavior - Compulsory Elective

#### COURSE OUTLINE

#### (257) GENERAL

SCHOOL	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΚΑΟΕ 53	SEMESTER	6
COURSE TITLE	ORGANIZATIONAL BEHAVIOR		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE	KNOWLEDGE SPECIALIZATION & SKILLS DEVELOPMENT		
general			
background, special			
background, specialised			

<i>general knowledge, skills development</i>	
<b>PREREQUISITE COURSES:</b>	NO
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC366/">https://eclass.uniwa.gr/courses/ECEC366/</a>

## (258) LEARNING OUTCOMES

### Learning outcomes

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

*Consult Appendix A*

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

### LEVEL OF LEARNING OUTCOMES: 6

#### PURPOSE:

In the context of new emerging realities in the workplace, the course of organizational behavior aims to the understanding and using practices related to operation of organizations, focusing on the human factor. The purpose of the course is the examination and understanding of the human behavior with emphasis on both individual and group processes and functions. The promoted knowledge can be used to improve the understanding and management of people in the organization. In addition, the aim of the course is to highlight the applications of the behavioral science in the organizations.

#### LEARNING OUTCOMES:

Upon successful completion of the course the student

At the level of knowledge will be able to recall and describe:

- critical awareness of how organizations operate
- interfaces between systems and processes
- understanding individual differences in the workplace environment
- perception of systematic problems (individual, group, organization)
- understand how organizations can help their personnel through interventions related to organizational behavior
- knowledge of a wide range of organizational change and development techniques and strategies.

At the level of ability, student will be able to draw conclusions concerning:

- Critical analysis of the relevant theories and techniques regarding the issues addressed in the course.
- Critical analysis of the organizational effectiveness and priorities of the organization
- Identification of organizational problems and creation of an action plan

At the level of skills, students will be able to apply the above as follows:

- Use a range of reasoning styles
- Organizing workload priorities
- Involvement with confidentiality in academic communication
- Reflection on their own role and the role of others in organizational practice

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

## (259) SYLLABUS

1. Introduction to organizational behavior and business environment 2. Individual behavior and personality at work 3. Individual differences & decision making in the workplace 4. Positive attitudes in the workplace (Satisfaction, Organizational Commitment, Prosperity) 5. Negative attitudes in the workplace (stress, burnout, counterproductive behaviors) 6. Motivation theories (Introduction & Theories Part I) 7. Motivation theories (Theories part II & work design) 8. Teams: Types of teams & organizational communication 9. Teams: power, influence & conflicts 10. Organizational culture 11. Organizational change - Part I: Theories / Receptivity & resistance to change 12. Organizational Change - Part II: Outcomes, Impact & Causes of Success & Failure 13. Organizational development & repetition
--

## (260) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in teaching (slides, videos, etc.) - Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. - Use of e-mail for communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	30

<p>are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</p>	Interactive exercises	20
	Case studies	20
	Team building exercise	30
	Literature	
	Individual essay	50
	Total	150
	Course total	150
<p><b>STUDENT PERFORMANCE EVALUATION</b> Description of the evaluation procedure</p> <p>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>The evaluation process will be consisted of two parts: Final exams:</p> <ul style="list-style-type: none"> <li>• Right / wrong questions</li> <li>• Questions for short development</li> </ul> <p>50% of the total grade</p> <p>Individual essay (1,500) which will concern: The presentation of an organizational problem, which will be identified by the students, and suggestions of interventions</p> <p>Language of evaluation: Greek</p>	

## (261) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Arnold, J., Robertson, I., &amp; Cooper, C. (2005). <i>Work Psychology: Understanding human behaviour in the workplace</i>, 4th Ed. Financial Times Pitman.</p> <p>Cummings, T. G., &amp; Worley, C. G. (2005). <i>Organization development and change</i>. Thomson.</p> <p>Cunliffe, A. L. (2008). <i>Organization theory</i>. Sage Publications</p> <p>Kotter, J. P. (1995). <i>Leading change: Why transformation efforts fail</i>. In <i>HBR's Must-Reads on Change</i> (pp. 2-11): Harvard Business Press.</p> <p>Kotter, J. P., &amp; Cohen, D. S. (2002). <i>The heart of change: Real-life stories of how people change their organizations</i>. In <i>HBR's Must-Reads on Change</i> (pp. 60-64): Harvard Business Press.</p> <p>Kreitner, R., &amp; Kinicki, A. (2004). <i>Organizational behavior</i> (6th ed.). NY: McGraw-Hill.</p> <p>McShane, S. L., &amp; Von Glinow, M. A. (2010). <i>Organizational behavior: emerging knowledge and practice for the real world</i> (5th Ed.). New York: McGraw-Hill/Irwin</p> <p>Mullins, J. L. (2007). <i>Management and Organizational behavior</i> (7th ed.). Prentice Hall.</p> <p>Schein, E. (2010). <i>Organizational Culture &amp; leadership</i>. San Francisco. Jossey-Bass</p> <p>Senge, P. M. (2006). <i>The fifth discipline: The art and practice of the learning organization</i>. Doubleday.</p> <p>Greek:</p> <p>Βακόλα, Μ. &amp; Νικολάου, Ι., (2012). <i>Οργανωσιακή ψυχολογία &amp; συμπεριφορά</i>. Αθήνα: Rosili.</p> <p>Bruce, A. (2007). <i>Πώς να δώσετε κίνητρα στους υπαλλήλους σας</i>. Economia Publishing.</p> <p>Greenberg, J., &amp; Baron, R. A. (2013). <i>Οργανωσιακή ψυχολογία και συμπεριφορά</i>. Αθήνα: Gutenberg.</p> <p>Robbins, S. P., &amp; Judge, T. A. (2011). <i>Οργανωσιακή συμπεριφορά</i>. Αθήνα: Εκδόσεις Κριτική.</p> <p>- Related academic journals:</p> <p>Journal of Organizational Behavior</p> <p>European Journal of Work and Organizational Psychology</p>
---

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

**COURSE OUTLINE**

**(262) GENERAL**

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	EDUCATION AND CARE AT THE EARLY CHILDHOOD		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	KAOE 54	<b>SEMESTER</b>	6th
<b>COURSE TITLE</b>	RISK MANAGEMENT IN PRESCHOOL AND SCHOOL UNITS		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialized general knowledge, skills development</i>	Scientific Knowledge and Skill Development		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK AND ENGLISH		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

**(263) LEARNING OUTCOMES**

**Learning outcomes**

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

*Consult Appendix A*

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

<p><b>General Competences</b>  Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</p>	
<p>Search for, analysis and synthesis of data and information,  with the use of the necessary technology  Adapting to new situations  Decision-making  Working independently  Team work  Working in an international environment  Working in an interdisciplinary environment  Production of new research ideas</p>	<p>Project planning and management  Respect for difference and multiculturalism  Respect for the natural environment  Showing social, professional and ethical responsibility and  sensitivity to gender issues  Criticism and self-criticism  Production of free, creative and inductive thinking  ....  Others...  .....</p>
<ul style="list-style-type: none"> <li>❖ Decision-making</li> <li>❖ Leadership</li> <li>❖ Teamwork</li> <li>❖ Working in an international environment</li> <li>❖ New and Innovative Ideas (Innovation Skills)</li> <li>❖ Creativity</li> <li>❖ Design of Strategies</li> </ul>	
<p>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.</p> <p><b>LEARNING OUTCOMES</b>  After the successful completion of the course, the student  At the <b>level of knowledge</b> will be able to recall and describe:</p> <ul style="list-style-type: none"> <li>❖ Dealing with dangerous situations</li> <li>❖ Using the risk management tools for the process of different approaches to risks</li> <li>❖ Making a decision in an emergency case</li> </ul> <p><b>At the level of skills</b>, it will be able to explain and draw conclusions regarding:</p> <ul style="list-style-type: none"> <li>❖ Dealing with dangerous situations</li> <li>❖ Using the risk management tools for the process of different approaches to risks</li> <li>❖ Making a decision in an emergency situation</li> </ul> <p><b>At the level of competence</b>, it will be able to apply the above as follows:</p> <ul style="list-style-type: none"> <li>❖ Design crisis management plans for the immediate and right response to dangerous situations in an educational unit</li> <li>❖ Analyzing and evaluating case studies so that crisis management learning becomes more integrated</li> </ul>	

**(264) SYLLABUS**

**COURSE CONTENT**

1. Introduction – conceptual framework
2. The educational unit as an organization – place of work
3. Distinction and characteristics of crises
4. Health and safety in educational units
5. Crisis management models
6. Decision-making in times of crisis
7. Formulation of crisis management policy in education
8. Communication at school in a time of crisis
9. Crisis management
10. Risk management
11. School violence and ways to deal with it
12. Conditions for effective crisis management at school
13. School administration and findings from crisis management in education

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face (Face-to-face teaching)	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Use of T.I.C in face-to-face teaching (outreach slideshow)</li> <li>• Use of an electronic platform for distribution educational material and synchronous and asynchronous communication with students.</li> <li>• Use of email to communicate with students.</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Interactive exercises	30
	Case Studies	20
	Activity Team building	30
	Bibliography study	30
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>This module may be assessed either through written exams at the end of the academic semester or through two written assessments during the academic semester. The latter are optional. Students can be exempted from the written exams at the end of the semester only if they have taken the written assessments and passed them both with grade 5 (promotional grade). Otherwise, they are obliged to sit the written exams at the end of the semester. The dates regarding the written assessments during the academic semester will be announced by the lecturer.</p> <p>In all written assessments students either have to develop critical issues with justification from the relevant literature, or indicate whether or not a statement is true or false.</p>	

**(266) ATTACHED BIBLIOGRAPHY**

<b>Foreign Bibliography</b> Crouhy, M., Galai, D. & Mark, R. (2014). The essentials of risk management. McGraw Hill Coleman, T.S. (2011). A practical guide to risk management. Research Foundation of CFA Institute. <b>Scientific Magazines</b> Risk Analysis: An International Journal Journal of risk and uncertainty Journal of risk model validation Journal of risk research
---



## COURSE OUTLINE

### (267) GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>KAOE55</b>	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	QUALITATIVE APPROACHES TO EDUCATIONAL AND SOCIAL RESEARCH		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialized general knowledge, skills development</i>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	1. EDUCATIONAL SOCIOLOGY I: SOCIAL AND EDUCATIONAL INEQUALITIES 2. EDUCATIONAL SOCIOLOGY II: SCHOOL-LOCAL COMMUNITY RELATIONS		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK & ENGLISH		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	..		

### (268) LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
---

**LEVEL OF LEARNING OUTCOMES: 6**  
**AIM OF THE COURSE**

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

- 1) have an understanding of the principles and methodologies related to the process of qualitative research, enabling them to study the social and educational reality in depth.
- 2) become aware of the necessity of conducting research with the participation and synergy of all the actors in the school institution and that their training in research methodology will enable them to develop reflective practices with regard to their educational practices.

**LEARNING OUTCOMES**

Upon successful completion of the course, the student will

At a knowledge level will be able to recall and describe:

- Micro-sociology
- Qualitative Research Methods
- Micro-analysis of social and educational phenomena

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

- The theoretical and methodological tools of Qualitative Research in Sociology
- The Sociology of Education.

At the competent level, the student will be able to apply the above as follows:

- Identify a research topic,
- Formulate a thesis,
- Carry out a research design,
- Consider the various phases of a field investigation,
- Gain the ability to select methods and techniques of investigation that are appropriate to the subject matter.

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

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

1. Qualitative Methods in Social Sciences
2. Social Research, aiming at reflecting on the sociological meaning
3. Production of sociological knowledge.
4. Overcoming the qualitative Vs quantitative conflict.
5. Ethnographic approach
6. Phenomenological approach
7. Interactive approach
8. Data collection and study of qualitative approach techniques to educational and social research.
9. Concepts of objectivity, representativeness, knowledge validity, in sociological studies
10. Understanding, the value of Sociological Intervention and Research
11. Action as a tool for social problems analysis.
12. Qualitative approaches as the appropriate tool for analyzing the way of thinking of the actors in the educational system (teachers, parents, students, etc.),
13. Terms by which social and educational reality can be understood and interpreted.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (slides, videos, etc.) Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. Use of e-mail for communication with students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.            Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Tutorials	30
	Interactive Activities	
	Case Studies	
	Assignment Writing	60
	Literature Review	60
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	– Written final exams	

**(271) ATTACHED BIBLIOGRAPHY**

Altrichter H., Posch P., Somekh B., *Οι εκπαιδευτικοί ερευνούν το έργο τους*. Αθήνα, Μεταίχμιο, 2001.  
 Blackledge D., Hunt B. (1995). *Κοινωνιολογία της Εκπαίδευσης*. Αθήνα, Μεταίχμιο.  
 Cohen L., Manion L. (2000), *Μεθοδολογία Εκπαιδευτικής Έρευνας*, Αθήνα, Μεταίχμιο.  
 Copans J.(2004). *Η επιτόπια εθνολογική έρευνα*, Gutenberg.  
 Γέμτος Α. Π. (1987). *Μεθοδολογία των κοινωνικών επιστημών*. Αθήνα, Παπαζήση.  
 Γώγου Α. (2010). *Η κατανόηση των κοινωνικών φαινομένων και οι προοπτικές της κοινωνικής έρευνας*, Γρηγόρη.  
 Γώγου Α. (1995). «Η καταγωγή της έρευνας-δράσης», περ. *Τα Εκπαιδευτικά*, 37-38.  
 Γώγου Α. (1995). «Η μεθοδολογία της έρευνας-δράσης», περ. *Νέα Παιδεία*, 74.  
 Γώγου, Α. (2010). *Η κατανόηση των κοινωνικών φαινομένων και οι προοπτικές της κοινωνικής έρευνας*, Αθήνα, Γρηγόρη.  
 Γώγου Α. (2019). *Κοινωνικές Αλληλεπιδράσεις Σχολείου Οικογένειας. Τι λένε οι δάσκαλοι για τους γονείς? Μία Κοινωνιολογική Προσέγγιση*, Αθήνα, Γρηγόρη, 247 σελ..

Γώγου Λ., Καλεράντε Ε., Ελευθεράκης Θ., Κουστουράκης Γ., Γιαβρίμης Π., Νικολάου Σ.-Μ. (2020) (Επιμ.). *Ποιοτικές Μέθοδοι στην Εκπαίδευση: Θεωρητικοί Προβληματισμοί και Πρακτικές Εφαρμογές*, Αθήνα, Γρηγόρη

Elster J. (1992). *Μηχανισμοί και εργαλεία για τις κοινωνικές επιστήμες*, Αθήνα, Οδυσσέας.

Freire P. (1977). *Πολιτιστική Δράση για την κατάκτηση της ελευθερίας*, Αθήνα, Καστανιώτη.

Ιωσηφίδης Θ. (2017). *Ποιοτικές Μέθοδοι Έρευνας και Επιστημολογία των Κοινωνικών Επιστημών*, Αθήνα, Τζιόλας

Ιωσηφίδης Θ., Σπυριδάκης Μ., (Επιμ.) (2006). *Ποιοτική κοινωνική έρευνα*, Αθήνα, Κριτική.

Κάλλας Γ. (2002). *Οι ερευνητικές υποδομές των κοινωνικών επιστημών*, Αθήνα, Νεφέλη.

Κατσαρού Ε., Τσάφος Β. (2003 ). *Από την έρευνα στη διδασκαλία. Η εκπαιδευτική έρευνα-δράση*, Αθήνα, Σαββάλας.

Κατσαρού Ε. (2016). *Εκπαιδευτική Έρευνα-Δράση*, Αθήνα, Κριτική.

Τάτσης Ν., Θανοπούλου Μ., (επιμ.) (2009). *Η Κοινωνιολογία της Σχολής του Σικάγου*, Αθήνα, Παπαζήση.

Τσιώλης Γ. (2006). *Ιστορίες ζωής και βιογραφικές αφηγήσεις*, Αθήνα, Κριτική, 2006.

Φύλιας Β. (1996). *Εισαγωγή στη Μεθοδολογία και τις Τεχνικές των Κοινωνικών Επιστημών*, Αθήνα, Gutenberg.

*Related Academic Journals:*

*Κοινωνικές Επιστήμες*

*Το Βήμα των Κοινωνικών Επιστημών*

*Κοινωνιολογική Επιθεώρηση*

*Ελληνική Επιθεώρηση Πολιτικής Επιστήμης*

*Επιθεώρηση Εκπαιδευτικών Θεμάτων Επιστημονικό Βήμα του Δασκάλου*

*Νέα Παιδεία*

*Σύγχρονη Εκπαίδευση*

*Τα Εκπαιδευτικά*

*Παιδαγωγική Επιθεώρηση*

*Τετράδια Πολιτικής Επιστήμης*

*Επιστήμη και Κοινωνία*

*Επιθεώρηση Συμβουλευτικής και Προσανατολισμού*

*Journal of International Social Studies*

*Journal of Politics and Society*

*American Journal of Sociology*

*American Sociology Review*

*British Journal of Sociology*

*Electronic journal of Sociology*

*Année Sociologique*

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

**COURSE OUTLINE**

**(272) GENERAL**

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD CARE AND EDUCATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>ΑΠΠ56</b>	<b>SEMESTER</b>	6th
<b>COURSE TITLE</b>	VISUAL EXPRESSION: APPLICATIONS		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>

Lectures and Fieldwork	3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).		
<b>COURSE TYPE</b> general background, special background, specialised general knowledge, skills development	<b>SKILLS DEVELOPMENT</b>	
<b>PREREQUISITE COURSES:</b>		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK	
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO	
<b>COURSE WEBSITE (URL)</b>		

### (273) LEARNING OUTCOMES

#### Learning outcomes

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

Consult Appendix A

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

#### LEVEL OF LEARNING OUTCOMES: 6

##### AIM OF THE COURSE

The aim of the course is: a) to make students aware of the content and the basic visual media for visual expression in two dimensions. b) to understand in an experiential way the importance of visual expression for the development of creativity and imagination of preschool children. (c) to practise the application of appropriate media and techniques for creative expression in two dimensions.

The course offers a balanced combination of theoretical and practical knowledge to enable students to be able to plan and organise two-dimensional visual expression activities for young children. Individual techniques will always be examined in the light of their pedagogical value and the most appropriate ways of enhancing children's creative expression.

##### LEARNING OUTCOMES

Upon successful completion of the course, students

At a **knowledge** level will be able to:

- identify the concept, the media and the different types of two-dimensional art (painting, engraving, collage, mosaic, photography, etc.) and understand their different visual and tactile qualities.
- examine and evaluate the use of lines and drawing as a means of communication and expression of emotions, as well as for creating patterns.
- experiment with and combine materials in the form of lines (thread, wire, sticks, straws, etc.) to create visual creations.
- to know the basic theory of colours, to distinguish their properties (basic, complex, complementary, cold, warm, tonal) and to proceed to their creative composition.
- to understand the pedagogical value of selecting unused/recycled materials and materials from nature for experimentation with the techniques of collage, mosaic and printing.

At a **skill** level they will be able to:

- observe the natural world with all their senses in order to derive ideas and materials for two-dimensional artistic creations.
- Use different materials and techniques to create two-dimensional art.

In terms of **competences**, students will be able to:

- develop activities that combine two-dimensional art media and are developmentally appropriate for young children.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Working independently
- Team work
- Decision-making
- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Design and management of visual art activities

### **(274) SYLLABUS**

<ol style="list-style-type: none"> <li>1. The concept of two-dimensional art. The different genres (painting, engraving/printing, collage, mosaic, etc.) and their pedagogical value.</li> <li>2. The importance of developing children's observational skills for their aesthetic cultivation and enhancement of their creativity.</li> <li>3. The artistic process in painting. Observation and critical commentary of typical examples.</li> <li>4. Different materials and painting techniques. Process art for infants and toddlers.</li> <li>5. Compositions with signs, lines, shapes.</li> <li>6. Theory and applications with color.</li> <li>7. The symbolic language of art and materials. Drawing and painting as a symbolic language.</li> <li>8. Prints.</li> <li>9. Observation and critical commentary of typical examples of collage and printing.</li> <li>10. Types of collage. Mosaic.</li> <li>11. Young children's use of photography as a means of observation and as a means of artistic creation.</li> <li>12. Visiting an art museum. Designing art activities inspired by works of art.</li> <li>13. Organization of the art workshop. Material and technical infrastructure, alternation of activities, connection of art activities with the rest of the pedagogical programme.</li> </ol>
---

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching. Visits to Museums and art exhibitions. Art Workshops.	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in face-to-face teaching (powerpoint, videos, web pages). - Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. - Use of e-mail for communication with students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.          Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.          The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Educational visits	15
	Fieldwork	15
	Art workshop	50
	Artistic creativity	30
	Course total	<b>150</b>



<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written Examination with Short Answer Questions Written test with open-ended questions Laboratory work Art interpretation Public presentation
---	---

## (276) ATTACHED BIBLIOGRAPHY

### - Suggested bibliography:

Binder, M. J. & Kind, S. (Eds). (2017). *Drawing as Language: Celebrating the Work of Bob Steele*. Rotterdam: Sense Publishers.

Burnham, R. & Kai-Kee, E. (2011). *Teaching in the art museum: interpretation as experience*. Los Angeles: J. Paul Getty Museum.

McArdle, F. & Wright, S. K. (2014). First Literacies: Art, Creativity, Play, Constructive Meaning-Making. In G. Barton (Ed.), *Literacy in the Arts: Retheorising Learning and Teaching* (pp. 21-37). Switzerland: Springer International Publishing.

Pacini-Ketchabaw, V., Kind, S. & Kocher, L. L. M. (2016). *Encounters with Materials in Early Childhood Education*. NY: Routledge.

Park, H. & Schulte, C. M. (eds) (2021). *Visual Arts with Young Children. Practices, Pedagogies, and Learning*. NY and Oxon: Routledge.

Schirmacher, R. (2002). *Art and Creative Development for Young Children* (4<sup>th</sup> ed.). Albany, NY: Delmar Thomson Learning.

Schulte, C. M. & Thompson, C. M. (Eds) (2018). *Communities of Practice: Art, Play, and Aesthetics in Early Childhood*. Switzerland: Springer International Publishing.

### - Related academic journals:

Studies in Art Education

International Journal of Education and the Arts

The Journal of Aesthetic Education

Art Education

International Journal of Art & Design Education

## AIII 57: Puppet Theatre - Compulsory Elective

### COURSE OUTLINE

#### (277) GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES
<b>ACADEMIC UNIT</b>	Department of Early Childhood Care and Education
<b>LEVEL OF STUDIES</b>	

	UNDERGRADUATE		
<b>COURSE CODE</b>	AIII57	<b>SEMESTER</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	<b>PUPPET THEATER</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Workshop Exercises		3	5
<i>Add rows if necessary. The organization of teaching and the methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NOT REQUIRED		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC334/">https://eclass.uniwa.gr/courses/ECEC334/</a>		

#### (278) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>LEVEL OF LEARNING OUTCOMES: 6</p> <p>PURPOSE OF THE COURSE</p> <p>Through the systematic study and the experiential approach of the various theatrical and pedagogical practices, among which the Puppet Theater is included, the students come in contact with numerous cultural events. The art of Puppet Theater, based on the technique of animation and two-way communication, offers aesthetic cultivation and transmits messages that work over time in every age and society.</p> <p><b>LEARNING RESULTS</b></p> <p>Upon successful completion of the course the student, at the level of knowledge, will be able to understand and recall:</p> <ul style="list-style-type: none"> <li>• The World and Greek history of Puppet Theater.</li> </ul>

- The basic principles of the operation of the Puppet Theater and the role it can play in pre-school education.
- General issues of theatrical drama, text, direction, aesthetics and the reception of Puppet Theater by the viewer.
- The function of the theatrical puppet in the pedagogical process.
- The theater of objects.
- The relationship between Shadow Theater and folk tale.
- The principle of orality that governs the folk tradition.

At the **skill** level the student will be able to:

- Apply various theatrical and pedagogical practices.
- Apply the principles and techniques of Puppet Theater.
- Create and handle puppets from various materials.
- Apply techniques related to the movement, animation of a puppet, a figure or an object, with the composition and execution of a snapshot.
- Plan, implement, present and evaluate various and diverse stage actions.

At the **skill** level the student will be able to:

- Organize a Puppet Theater performance that will be addressed to preschool children.
- Trust herself/himself as a bearer of expression.
- Collaborate on text writing, music investment, visual expression, lighting, program editing.
- Utilize Puppet Theater as an activity of joy, knowledge, communication and development, in order to transmit it to children.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

*Search for, analysis and synthesis of data and information,*

*with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Showing social, professional and ethical responsibility and*

*sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

*....*

*Others...*

*.....*

- Adapting to new situations
- Autonomous work
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Respect for difference and multiculturalism
- Production of free, creative and inductive thinking

## (279) SYLLABUS

### (3) COURSE CONTENT

1. Introduction to Puppet Theater as a form of theatrical art.
2. World History of Puppet Theater. Greek History of Puppet Theater.
3. Introduction to the basic principles, but also the peculiarities of theatrical expression, through the puppet, on a theoretical and practical level.
4. General issues of theatrical drama, text, direction, aesthetics and the reception of the Puppet Theater by the viewer. Writing a text for a Puppet show.
5. Fiction and screenplay in the Puppet Theater.
6. The history, the evolution and the position occupied by the shadow theater, as a peculiar and multifaceted object of research. In this context, the relationship between the shadow theater and the folk tale is examined, expressions of the folk tradition, which are based on the principle of orality and improvisation. Language, movement, image, music and stage art in the shadow theater.
7. The theater of objects.
8. The use of the theatrical puppet in the pedagogical process.
9. The Puppet Theater in Early Childhood.
10. The child as a spectator in the Puppet Theater. The child as a creator in the Puppet Theater.
11. Classroom puppet and other pedagogical applications.
12. Conditions for creating a show.
13. Listening / watching short works and their critical evaluation.

Workshop exercises within the course:

A special place is occupied by the construction and animation of the puppet, the object. In particular, the students come in contact with the materials and techniques of construction and clothing of the theatrical puppet, the techniques and types of stage presence and animation, with fiction, screenplay and adaptations of fairy tales. They are also familiar with the movement, the animation of a puppet, a figure or an object, with the composition and execution of a snapshot.

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

<b>DELIVERY</b>  <i>Face-to-face, Distance learning, etc.</i>	<i>Face-to-face.</i> Puppet shows and educational programs for preschool children.	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>  <i>Use of ICT in teaching, laboratory education,</i>  <i>communication with students</i>	The lectures are done with slide show (PowerPoint), use of archival, visual and audio material.	
<b>TEACHING METHODS</b>  <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	60
	Workshop Exercises	40
	Artistic Workshop	30
	Educational visits	10
	Artistic creativity	10
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b>  <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment is done throughout the semester through exercises and activities performed by students.  The evaluation is based on the quality of the participation (consistency, initiative, development of expressive skills) and not on the artistic accomplishment of the action.	

## (281) ATTACHED BIBLIOGRAPHY

### - Suggested bibliography:

#### Greek

- Αλεξίου, Έ. (2004). *Παίζουμε κουκλοθέατρο*. Αθήνα: Καστανιώτης.
- Άλκηστις (2011). *Κουκλο-θέατρο σκιών*. Αθήνα: Πεδίο.
- Αναγνωστόπουλος, Β. (2003). *Θέατρο σκιών και εκπαίδευση*. Αθήνα: Καστανιώτης.
- Δημητράτου, Β. (2005). *Ο μαγικός κόσμος του κουκλοθέατρου. Κούκλες και έργα*. Αθήνα: Πατάκης.
- Θεοχάρη-Περάκη, Ε. (1995). *Κουκλοθέατρο. Τέχνη και τεχνική*. Αθήνα: Εστία.
- Kleist, H. (1982). *Οι μαριονέτες (μετ. Τζ. Μαστοράκη)*. Αθήνα: Άγρα.
- Κορμανός, Α.-Σ. (2003). *Μαριονέττες. Η τεχνική της κινούμενης κούκλας*. Αθήνα: Εργάνη.
- Μαγουλιώτης, Α. (2012). *Ιστορία του Νεοελληνικού Κουκλοθεάτρου (1870-1938)*. Αθήνα: Παπαζήσης.
- Μαγουλιώτης, Α. (2006). *Κουκλοθέατρο Ι. Κούκλες, σκηνικά, παίξιμο: Τρόποι, είδη, πατρών: Προτάσεις για διαθεματικές και διεπιστημονικές προσεγγίσεις*. Αθήνα: Καστανιώτης.
- Μαρτί, Μ. / Σανθ, Ι. (2004). *Μαριονέτες και παντομίμα (μετ. Ηλ. Δεληδήμου, επιμ. Α. Παρούση)*. Αθήνα: Ντουντούμης.
- Meschke, M. (2004). *Το θέατρο στ' ακροδάχτυλα (μετ. Μ. Κουλεντιανού, επιμ. Α. Παρούση)*. Αθήνα: Τυπωθήτω.
- Παπανικολάου, Ρ. (2004). *Κούκλες και κουκλοθεατρικά*. Αθήνα: Μικρός Πρίγκηπας.
- Παρούση Α. (2012). *Κουκλοθέατρο στην εκπαίδευση. Εκπαίδευση στο κουκλοθέατρο*. Αθήνα: Πλέθρον.
- Παρούση, Α. Προσχολική Εκπαίδευση – Κουκλοθέατρο. Στο: *Κουβατσάνου, Ε. (1990). Μορφές και τρόποι έκφρασης στο νηπιαγωγείο*. Αθήνα: Οδυσσέας.

#### Foreign

- Abrams, St. (2009). «Henson Jim». In *Encyclopédie Mondiale Des Arts de la Marionnettes*. Montpellier: UNIMA, L'Entretemps, 337-338.
- Astles, C. (2010). «Puppetry training for contemporary live theatre». *Theatre, Dance and Performance Training I* (1), 22-35.
- Baird, B. (1973). *The art of puppet*. New York: Bonanza.
- Bell, J. (2008). *American Puppet Modernism: Essays on the Material World in Performance*. New York: Palgrave MacMillan.
- Bensky, R. (1971). *Recherches sur les structures et la symbolique de la marionnette*. Paris : Nizet.
- Cara, A. (2006). *La marionette de l'objet manipulé à l'objet théâtral*. Champagne-Ardenne : Services Culture Editions Ressources pour l'Education Nationale.
- Jurkowski, H. (2000). *Métamorphoses: la Marionnette au XXe siècle*. Charleville- Mézières : Institut de la Marionnette.
- Schlemmer, O. (1961). «Man and the art figure». In W. Gropius & A. Wensinger (eds). *The Theatre of the Bauhaus*. (pp.17-46). London: The John Hopkins University Press.

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

### COURSE OUTLINE

#### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	Department of Early Childhood Care and Education		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΑΠΠ58	<b>SEMESTER</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	FAIRY TALE AND CHILDREN'S THEATER		

<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Workshop Exercises		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NOT REQUIRED		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC336/">https://eclass.uniwa.gr/courses/ECEC336/</a>		

## (2) LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<b>LEVEL OF LEARNING OUTCOMES: 6</b>  <b>PURPOSE OF THE COURSE</b>  <p>The course moves in parallel in theoretical and workshop-experiential axes and combines the field of Fairy Tale Studies with the Theory of Theater and Theatrical techniques, serving the animation through contact and the study of a sufficient number of fairy tales and plays aimed at children. The aim of the course is for students to get to know the possibilities offered by the fairy tale, as it evolves over time. To get acquainted, also, with the evolution of children's theater and its modern quests, in order to serve the needs and desires of early childhood.</p> <p><b>LEARNING RESULTS</b>  Upon successful completion of the course the student, at the level of <b>knowledge</b>, will be able to understand. to recall and deepen:</p> <ul style="list-style-type: none"> <li>• In the theoretical reflections on the fairy tale and its characteristics, taking into account the folklore studies and the international and Greek fairy tale indices.</li> <li>• On issues related to the symbolic function of the fairy tale.</li> <li>• In fairy tales and traditions of other cultures.</li> <li>• In the ideology and social structures of the fairy tale.</li> <li>• In the numerous transformations of the fairy tale.</li> <li>• In the transfer of the fairy tale to the modern era (adaptations of Greek and European fairy tales).</li> <li>• In the history and evolution of children's theater in Greece and abroad.</li> </ul>

- In the postmodern uses of the traditional and the new techniques of theatrical expression.
- In analyses of fairy tales and plays in an interdisciplinary environment.

At the **skill** level the student will be able to:

- Utilize storytelling and dramatization as another means of pedagogical practice.
- Combine and synthesize knowledge, views, attitudes, in order to meet the needs of early childhood.
- Develop creative skills related to the transformation of a fairy tale into a theatrical play.
- Compare theatrical and cinematic versions of fairy tales in terms of the particularity of their means of transcription.

At the skill level the student will be able to:

- Understand and accept diversity.
- Develop collaboration and teamwork.
- Develop self-esteem, self-confidence, self-respect, communication.
- Develop imagination, powers of observation, memory and critical thinking, to communicate ideas, emotions and experiences.
- Develop critical thinking through thorough analysis of selected fairy tales.
- Design and manage artistic performances.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Adapting to new situations
- Autonomous work
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Respect for difference and multiculturalism
- Production of free, creative and inductive thinking



### (3) SYLLABUS

#### (3) COURSE CONTENT

This course focuses on the study of the fairy tale and its presence in the children's theater. Theoretical reflections on the fairy tale and its characteristics will be developed taking into account folklore studies (N.G. Politis, Loukatos, Avdikos, Meraklis, *et al.*) and the international and Greek fairy tale indices (Aarne - Thompson, Uther, Megas).

1. Definition of the fairy tale (Retsch, Lüthi, Bolte & Polivka, Bascom, recent approaches).
2. Origin, types and categories of fairy tales.
3. Characteristic Features of folk tales.
4. The approaches of Olrik, Lüthi, Dawkins.
5. Themes and Motifs of fairy tales.
6. The symbolic function of the fairy tale.
7. The ideology and social structures of the fairy tale.
8. The numerous transformations of the fairy tale.
9. The fairy tale, an institution for children.

The uses of the fairy tale in modern times will also be examined, as the fairy tale, among others, dominates the theater for children. Specifically, they will be examined:

10. The multifaceted relationship of the child with the theater in Greece and abroad, through the historical background, the dramatic approach of theatrical plays for young children, as well as the analysis of theatrical performances.
11. The adaptations of Greek and European fairy tales.
12. The postmodern uses of the traditional and the new techniques of theatrical expression.
13. The communication of the Greek with the World theater.

Workshop exercises within the course:

Students are invited to participate directly and experientially in writing workshops and practical exercises, such as:

- Telling a fairy tale.
- Individual and group improvisations inspired by fairy tales.
- Creative writing exercises.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face. Theatrical performances and educational programs aimed at early childhood.	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	The lectures are done with slide show (PowerPoint), use of archival, visual and audio material.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	60
	Workshop Exercises	40
	Artistic expression and creation	30
	Educational visits	10
	Watching performances	10
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The evaluation is done throughout the semester through workshop exercises and activities carried out by the students. The evaluation is based on the quality of the participation (consistency, initiative, development of expressive skills) and not on the artistic accomplishment of the action.  Written exams or written homework Language of assessment: Greek	

#### (5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p><i>Greek</i></p> <p>Αγγελούπουλου, Α. &amp; Α. Μπούσκου. (1994). «Επεξεργασία Παραμυθιακών Τύπων και Παραλλαγών ΑΤ 700–749». Στο Γεώργιος Α. Μέγας, <i>Κατάλογος Ελληνικών Παραμυθιών 2</i>. Αθήνα: Ιστορικό Αρχείο Ελληνικής Νεολαίας, Γενική Γραμματεία Νέας Γενιάς, Κέντρο Νεοελληνικών Ερευνών.</p> <p>Αγγελούπουλου, Α. &amp; Α. Μπούσκου. (1999). «Επεξεργασία Παραμυθιακών Τύπων και παραλλαγών ΑΤ 300-499». Στο Γεώργιος Α. Μέγας, <i>Κατάλογος Ελληνικών Παραμυθιών 3 (τεύχη Α' και Β')</i>. Αθήνα: Κέντρο Νεοελληνικών Ερευνών.</p> <p>Αγγελούπουλου, Α., Καπλάνογλου, Μ. &amp; Ε. Κατρινάκη. (2004). «Επεξεργασία Παραμυθιακών Τύπων και παραλλαγών ΑΤ 500-559». Στο Γεώργιος Α. Μέγας, <i>Κατάλογος Ελληνικών Παραμυθιών 4</i>. Αθήνα: Κέντρο Νεοελληνικών Ερευνών.</p>
---

Αναγνωστόπουλος, Β. (2002). *Τέχνη και Τεχνική του Παραμυθιού*. Αθήνα: Καστανιώτης.

Αυδίκος Γ. Ε. (επιμ.). (1996). *Από το παραμύθι στα κόμικς. Παράδοση και νεοτερικότητα*. Αθήνα: Οδυσσέας.

Bruner, J. (2002). *Δημιουργώντας ιστορίες*. Αθήνα: Ελληνικά Γράμματα.

Ζαν, Ζ. (1996). *Η δύναμη των παραμυθιών*. Αθήνα: Καστανιώτης.

Καλλίνης, Γ. (2005). *Εγχειρίδιο αφηγηματολογίας. Εισαγωγή στην τεχνική της αφήγησης*. Αθήνα: Μεταίχμιο.

Καφαντάρης, Κ. (2005). *Ελληνικά λαϊκά παραμύθια*, τόμ. Α' και Β'. Αθήνα: Ποταμός.

Λαδογιάννη, Γ. (2011). *Το παιδικό θέατρο στην Ελλάδα*. Αθήνα: Παπαζήσης.

Μερακλής, Μ. Γ. (2001). *Τα παραμύθια μας*. Αθήνα: Εντός.

Πούχγερ, Β. (2012). *Παραμυθολογικές μελέτες Β'. Μυθολογικά και άλλα θέματα*. Αθήνα: Αρμός.

Προπ, Β. Γ. [Propp Vl.]. (2009). *Η μορφολογία του παραμυθιού: Η διαμάχη με τον Κλώντ Λέβι-Στρώς και άλλα κείμενα*. Αθήνα: Καρδαμίτσα.

Τσιλιμένη, Τ. (2011). *Αφήγηση και Εκπαίδευση. Εισαγωγή στην τέχνη της αφήγησης*. Αθήνα: Επίκεντρο ΑΕ.

Χατζητάκη - Καψωμένου Χ. (επιμ.). (2002). *Το νεοελληνικό λαϊκό παραμύθι*. Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών [Ίδρυμα Μανόλη Τριανταφυλλίδη], Α.Π.Θ.

#### Foreign

Bettelheim, B. (1976). *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. London: Penguin.

Isbell, R., Sobol, J., Lindauer, L., & A. Lowrance. (2004). «The effects of storytelling and story reading on the oral language complexity and story comprehension of young children». *Early Childhood Education Journal*, 32(3), 157-163. DOI: 10.1023/B:ECEJ.0000048967.94189.a3}

Magos, K. (2012). «The princess is a racist. Combating stereotypes through teaching folktales. An action-research project with young children». In N. Palaiologou and G. Detz (Eds). *Mapping the broad field of multicultural and intercultural education worldwide* (pp. 195-208), Cambridge: Cambridge Scholars Publishing.

Nicolini, M. B. (1994). «Stories can save us: A defense of narrative writing». *English Journal*, 83 (2), 56-61.

Uther, H.-J. (2004). *The Types of International Folktales: A Classification and Bibliography Based on the System of Antti Aarne and Stith Thompson*. Helsinki: Academia Scientiarum Fennica.

Winston, J. (1998). *Drama, Narrative and Moral Education Drama: exploring traditional tales in the primary years*. London: Falmer Press.

Zipes, J. (2000). *The Oxford companion to fairy tales*. New York: Oxford University Press.

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

#### COURSE OUTLINE

##### (6) GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATION, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EDUCATION AND CARE IN EARLY CHILDHOOD		
<b>LEVEL OF STUDIES</b>	UNDERGROUND LEVEL		
<b>COURSE CODE</b>	ΑΠΠ 59	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	Creative Dance in Preschool Education		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	5	

Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).		
<b>COURSE TYPE</b> general background, special background, specialised general knowledge, skills development	COURSE SELECTION SPECIAL INFRASTRUCTURE AND SKILLS DEVELOPMENT	
<b>PREREQUISITE COURSES:</b>	RHYTHMIC AND KINETIC EDUCATION	
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK	
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO	
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/modules/link/index.php?course=ECEC343&amp;action=addlink&amp;urlview=">https://eclass.uniwa.gr/modules/link/index.php?course=ECEC343&amp;action=addlink&amp;urlview=</a>	

## (7) LEARNING OUTCOMES

### Learning outcomes

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

Consult Appendix A

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

### PURPOSE OF THE COURSE

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, by extension, professional lives through the arts of Music and Dance, as well as through the synergy between them.

### LEARNING OUTCOMES

After the successful completion of the course the student:

At a **knowledge level**, the student will be able to recall and describe:

- The concepts and the content of the concepts:
  - Vestibule system.
  - Kinesthesia.
  - A self-commanding move.
- The theoretical knowledge of Music and Motor Education. Methods and teaching approaches.
- The "Tools" for the application of Music and Movement Education to infants and young children, depending on their developmental stages.
- The importance of linking the developmental stages and the formation of body image through movement and dance and their applications in Music and Movement Education.
- The discovery of the symbolism and transubstantiation inherent in art.

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

- The use of the body and voice as an expressive and musical instrument.
- The use of a rich kinesiological vocabulary.

- The fluency of physical expression through creative dance and improvisation.
- The physical and musical support of imagination and creativity.
- The distinction of basic musical genres, the separation of simple musical phrases and their connection with dance movements.
- The importance of using pedagogical "tools", repetition, symmetry and oscillation in lessons with children.
- The function of the playful nature of Music and Movement Education in the mental and social development of children and its use in the classroom.

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

- To transfer the knowledge, skills and ethos of the arts of Music and Dance and apply them in the Nursery or other educational settings with autonomy and social responsibility.
- To appreciate what has been taught in order to practice Music and Movement Education with fluency.
- Work with colleagues and children, understanding the dynamics of the group.
- To support the children in a comprehensive way in the discovery of the arts of music and dance.
- To be able to create in the classroom a space of joy, expressiveness, improvisation and acceptance through his/her actions, addressing to the physical, cognitive, emotional and mental wholeness of young children
- To use the kinetic vocabulary

#### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aims?*

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

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

- Adaptation to new circumstances
- Autonomous work
- Teamwork
- Practice critical and self-critical thinking
- Work in an interdisciplinary environment
- Inter-artistic vision and ability for research
- Production of new research ideas
- Respect for diversity and multiculturalism
- Promoting free, creative and inductive thinking

#### **(8) SYLLABUS**

1. Connection between the body and the construction of the human being. Movement in the age of infancy. The infant “speaks” through its body.
2. The acoustic perceptions during the endometrial life and the acoustic sensitivity of the newborn infant.
3. Moving and musical actions for the infants. Design of actions through music and movements proper for preschool children.
4. How the movement dexterities conduce to the shaping and the improvement of the body image.
5. The understanding of the dynamicity created by the music and the movement for the team.
6. Music and Motor Education playing actions concerning the optical, touching, and acoustic reactions.
7. Kinetical forms within the space. Mimesis, canon, rondo, theme, and variations.
8. The proper musical choice for each development stage
9. Simple songs creation on a preexisting music background
10. Little and simple choreographic creation
11. Exercises to capture the flow of the movement. Exercises on the energy and the mind presence of the moving body.
12. Music and movement in an interdisciplinary context within other arts and the sciences
13. Creation of kinetic and musical actions with parents and preschool children
14. Evaluation ways of the actions organized in the kindergarten

## (9) TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	In the classroom face-to-face and through experiential exercises.	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Lectures and Experiential Learning through participation in the exercises in the classroom. Projection of Power Point slides, use of archival audio-visual material (CD, Video). Experiential Learning through participation in the laboratory. Use of ICT: software repository, curriculum content in e-class, evaluation and self-evaluation, use of e-books in teaching and fieldwork as well as in communication with students (email).	
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	Lectures	50
	Lab exercises	20
	Artistic expression and creation	10
	Field trips	10
	Attending performances	10
	Project preparation	20
	Individual work	20
	Teamwork	10
	Course total	150
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p><b>CONTINUOUS EVALUATION</b></p> <p>Evaluation and self-evaluation are performed throughout the semester via lab exercises and activities carried out by the students, based on the quality of the participation (consistency, initiative, cooperation, participation in the team, progress in kinetic and expressive skills); not based on the activity's artistic adequacy.</p> <ul style="list-style-type: none"> <li>• In the <b>Theoretical</b> part of the course: With written tests, questions on elaboration on a subject, on short answers and on problem solving</li> <li>• In the <b>Practical</b> part of the course: <ul style="list-style-type: none"> <li>- With individual work</li> <li>- With team work</li> <li>- Presentation of exercises in class</li> <li>- Presentation of proposals for applying the taught content onto the activities with infants and toddlers.</li> </ul> </li> </ul> <p>Language of evaluation: Greek</p>	

## (10) ATTACHED BIBLIOGRAPHY

**Suggested bibliography:**  
**English**

- John M. Feierabend & Jane Kahan, (2003), *The Book of Movement Exploration* Can You Move Like This? GIA.
- Edwards L, Bayless K. & Ramsey M. (Linda Edwards, College of Charleston Kathleen M. Bayless, deceased, Kent State University, Marjorie E. Ramsey, (2009), *Music and Movement: A Way of Life for the Young Child*, 6th Edition, Pearson.
- Lemma Alessandra, (2010), *Under the Skin*, A Psychoanalytic Study of Body Modification, Routledge.
- Pica, R. (2013) *Experiences in Movement and Music*, Birth to age 8, Wadsworth
- Winnicott W. Donald, (1991), *Playing and reality*, Psychology Press.
- Stinson, S. W. (1988). *Dance for young children*. Finding the magic in movement. AAHPERD, Reston, VA. National Dance Association.
- Haselbach Barbara. (1993). *Improvisation, Dance, Movement*, Magnamusic, Baton.
- Joyce Mary. (1973). *First steps in teaching creative dance*, Mayfield Publishing Co, U.S.
- Russell Joan. (1987). *Creative Dance in the primary school*. Plymouth: Northcote House.

**Français**

- Dolto Francoise, (1984), *L' image inconsciente du corps*, Seuil.
- Bellicha, Isabelle, Imberty, Nicole (1998), *La danse à l'école maternelle*, PRATIQUES EDUC.
- Grosleziat C. (2007), *Les bébés et la musique*, Premières sensations et créations sonores, Érès.

- Related academic journals:

**4<sup>th</sup> Year**

**7<sup>th</sup> SEMESTER**

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

**COURSE OUTLINE**

**(11)GENERAL**

SCHOOL	ADMINISTRATION, ECONOMICS AND SOCIAL SCIENCES (SDOKE)		
ACADEMIC UNIT	EDUCATION AND CARE IN EARLY CHILDHOOD		
LEVEL OF STUDIES	PRELIMINARY		
COURSE CODE	IIAI 60	SEMESTER	Z
COURSE TITLE	COOPERATION AND COMMUNICATION WITH THE FAMILY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
AND LABORATORY EXERCISES			



Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> general background, special background, specialised general knowledge, skills development	MEY		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC329/">https://eclass.uniwa.gr/courses/ECEC329/</a>		

## (12) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p><b>LEVEL OF LEARNING OUTCOMES : 6</b></p> <p>The aim of the course is to understand the importance of the relationship between the family and the young child's first non-family institution of education and care. Knowledge of the structure and function of the modern family and ways of communicating with the educational institution.</p> <p>Learning outcomes :</p> <p>Upon successful completion of the course the student will</p> <p>At the knowledge level will be able to recall and describe:</p> <p>Those concepts that form the core of the knowledge necessary for his/her profession in the field of family institutions.</p> <p>The multiple effects in depth of the family's communication with the preschool institution.</p> <p>In terms of skills, the candidate will be able to explain and draw conclusions about</p> <p>The provision of 'continuity' and quality in the child's experiences in the contexts in which the child participates (family-school).</p> <p>A holistic approach to the two-way relationship: family - child - pre-school setting.</p> <p>With a communicative attitude towards the family of each child.</p> <p>In terms of competences, they will be able to apply the above as follows</p> <p>Using experiential approaches to listen to the family and its needs.</p> <p>Establishing a framework for communication on a daily basis and at times or in situations that require a special approach.</p> <p>Managing parental involvement</p>

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

### (13)SYLLABUS

- 1.The functioning of the family through theoretical pursuits and approaches from socio-anthropological, ethnological, psychological, etc. The future of family institutions. New forms of motherhood; new forms of family life. The family as a system.
- 2.Structure and functions of the modern Greek family. Positions, roles and relationships of family members. Transformation of ties in the family.
- 3.Child and family. Family Education-Pedagogical models. Family - school - community - interrelated institutions.
- 4.Theories and models in the bipolar relationship: family and educational space (global model, ecosystemic, etc.).
- 5.Traditional and non-traditional ways of cooperation-communication between family and educational institution.
- 6.Socio-political dimension of the relationship between the family and the nursery school - the first extra-familial place of education and care and with preschool institutions in general.
- 7.The importance of the two-way relationship between the family and the educational institution - day nursery and its multifaceted effects.
- 8.Techniques of reception and communication of new parents and children in the nursery.
- 9.Psycho-pedagogical practices of communication between the family, child and the place of education and training, taking into account their specificities and needs. Practices that are integrated into the day psycho-pedagogical programme.
- 10.Communication in "difficult moments", in the context of "diversity", in crisis, managing transitions,

etc.  
SEP

11. Parental involvement in the work of the preschool institution: parameters of its analysis and factors influencing it. Interconnective functions and good practices

12. School-family-community cooperation programmes, factors that facilitate and hinder cooperation and the development of relationships.

13. Contemporary perceptions, research data and quality communication programs in the international arena and in Greece.

Laboratory field exercises:

Implementation and evaluation of good practices of the two-way relationship: family - child - early childhood education setting.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	IN THE CLASSROOM, FACE TO FACE	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory training, communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	LECTURES	80
	LABORATORY EXERCISES	20
	STUDY AND ANALYSIS OF LITERATURE	10
	WRITING A PAPER	10
	Course total	120
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	1. Written final examination (60%) including: - Multiple choice questions - short-answer questions, problem solving  2. Group Work Presentation (40%)  1) Creation of a pedagogical tool related to the course content (40%). 2) Presentation of a project (60%).  Explicitly defined assessment criteria are mentioned and are accessible to students.	

#### (15)ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p><i>Greek</i></p> <p>- Abatzoglou, G., (2002). Changing Hands. An interdisciplinary approach to the movement and placement of children. Thessaloniki.</p> <p>- Arhontaki, Z. (2003). 205 Experiential exercises for group animation. Athens: Kastaniotis.</p> <p>- Zampeta, Evi, (1998). Early childhood education and training in Europe. Athens: Themelio.</p> <p>- Kathaki, Ch., (2012). The three identities of the Greek family, Athens, Kedros.</p> <p>- Kyprianos, P. (2007). Child, Family, Society. Athens: Gutenberg.</p> <p>- Lalumi-Vidali, E. (2012). Human relations and communication and communication in preschool education. From theory to practice. Thessaloniki.</p> <p>- Makriniotis, D., ( 2001). Athens: Nisos.</p>
--

- Mousourou, L. M., (2003). Sociology of the modern family. Athens: Gutenberg.
  - Mylonakou-Keke, H., (2019). School, family and community. Athens: Armos.
  - Nova-Kaltsouni, Chr., (2007). Athens: Gutenberg.
  - Nova-Kaltsouni, Chr., (2018). H. Kovacs, H. Kovacs, H. Kovacs, K. Kovacs, H. Kovacs, Helsinki, Greece. Athens: Gutenberg.
  - Pappa, Vas., (2006). Gutenberg. Athens: Kastaniotis.
  - Petrogiannis, K. (2003). The study of human development: The ecosystem approach. Athens: Kastaniotis.
  - Sakellariou, M. (2008). Thessaloniki.
  - (1998). N.P., N.P., 1998. Athens: Papazisis.
  - Tsiantis, G., (ed.) (2005). Working with parents: psychoanalytic psychotherapy with children and adolescents. Athens: Kastaniotis.
  - Bluestein, J., (2000). Handbook for parents. Athens: Diode.
  - Brooker, L., (2016). Smooth Transition to Preschool. Policy and International Strategies for Smooth Transitions in Life. Athens: Pedio.
  - Dowling, E. & Osborne, E., (2001). The Family and the School. Athens: Gutenberg.
  - Hughes, Michel & Carolyn, Kroehler, (2007). Sociology, the basic concepts. Athens: Critique
  - Mills, Sara, (2005). Gender and civility. Athens: Pataki.
  - Payne, Kim- John & Ross, L., (2013). Parenting simply. Athens: Kaleidoscope.
- Foreign language*
- Bandura, A., (2003). Auto-efficacite. Le sentiment d'efficacite personnelle. Bruxelles: de Boeck.
  - Bosse-Platière, Suzon, (2004). Accueillir les parents des jeunes enfants: Un soutien à la parentalité. Éditions érès.
  - Bru, M., (2006). Les methodes en pedagogie. Paris: PUF.
  - Doeleman, W., (2012). Améliorer la collaboration avec les parents. Bruxelles: DeBoeck.
  - Ott, L., (2006). Travailler avec les familles. Éditions érès.
- Related academic journals:*
- Journal of Child and Family Studies (JCFS)
  - Journal of Family Theory & Review (JFTR)

## IIAI 61: Evaluation and Assessment of Pedagogical Practices - Compulsory Elective

### COURSE OUTLINE

#### (16) GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	IIAI61	<b>SEMESTER</b>	Z
<b>COURSE TITLE</b>	EVALUATION AND ASSESSMENT OF PEDAGOGICAL PRACTICES		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5

Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).		
<b>COURSE TYPE</b> general background, special background, specialised general knowledge, skills development	SPECIAL BACKGROUND	
<b>PREREQUISITE COURSES:</b>	NO	
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK	
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO	
<b>COURSE WEBSITE (URL)</b>		

### (17) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p><b>LEVEL OF LEARNING OUTCOMES: 6</b></p> <p><b>AIM OF THE COURSE</b></p> <p>The course aims to introduce students to the basic principles of the evaluation and assessment of the pedagogical practices in Preschool Education. In particular, the course aims the students</p> <ul style="list-style-type: none"> <li>• to understand the way in which the evaluation of the pedagogical act is carried out</li> <li>• to be able to create the adequate criteria in order to evaluate the services they offer to the children, parents and society</li> <li>• to be able to make a self-assessment as well as an evaluation of the pedagogical practices they use depending on the purpose and goals they set in order to continuously improve their practices and therefore the services provided.</li> </ul> <p><b>LEARNING OUTCOMES</b></p> <p>Upon successful completion of the course the student will be able</p> <ul style="list-style-type: none"> <li>• at a knowledge level, to recall and describe: <ul style="list-style-type: none"> <li>- the evaluation criteria of the pedagogical practices</li> <li>- the tools that are used for the evaluation in the Preschool education</li> <li>- the tools that are used for a self-assessment</li> <li>- the importance of the evaluation in the education</li> <li>- the importance of the evaluation for a continuous professional development</li> </ul> </li> <li>• at a skills level, to be able to explain and draw conclusions about: <ul style="list-style-type: none"> <li>- the procedures needed to evaluate all the components of the early childhood education</li> <li>- the procedures to be applied for the evaluation of the pedagogical programs</li> <li>- methods and criteria of evaluation and self-evaluation in early childhood education</li> </ul> </li> <li>• in terms of competences, to apply the above as follows: <ul style="list-style-type: none"> <li>- to organize and determine the evaluation criteria of the pedagogical programs in preschool</li> </ul> </li> </ul>

education

- to ensure that the most appropriate evaluation tools are used per case, purpose and objectives.
- to work effectively with supervisors, subordinates, parents and / or children in order to implement evaluation programs

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Search for, analysis and synthesis of data and information, using the necessary technology
- Adapting to new situations
- Working independently
- Decision making
- Team work
- Production of new research ideas
- Respect for ethical and moral principles in research,
- Project planning and management
- Respect for diversity and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism

### **(18)SYLLABUS**

- What is the evaluation of the pedagogical practices? The importance of the purposes and objectives in evaluation
- Evaluation criteria
- Who evaluates and when does the evaluation take place?
- Involvement of the children in the evaluation
- Involvement of parents in the evaluation
- Involvement of all staff in the evaluation
- Evaluation methods.
- Self-evaluation
- The role of the educator in the evaluation - the reflective educator
- Observation, evaluation and redesign
- Observation, evaluation and program design for children from vulnerable groups / minorities
- The guiding role of the director in the evaluation
- What has to be done after the evaluation



## (19)TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (slides, videos, etc.) Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. <i>Use of e-mail for communication with students</i>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Tutorials	50
	Exercises - Material analysis	40
	Study and analysis of relevant bibliographic sources	30
	Independent study	30
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	– Written final exams at the end of the semester with open answer and multiple-choice questions  Language of evaluation: Greek	

## (20)ATTACHED BIBLIOGRAPHY

<p>– Suggested Greek bibliography:</p> <p>Αναγνωστοπούλου Λ., Ρήγα Β. (2004), Μαζί, <i>Εταιρεία για την Ανάπτυξη και τη Δημιουργική Απασχόληση των Παιδιών (ΕΑΔΑΠ)</i>, Αθήνα: Gutenberg.</p> <p>Αυγητίδου Σ., Τζεκάκη Μ., Τσάφος Β. (επιμ.), (2016), <i>Οι υποψήφιοι Εκπαιδευτικοί Παρατηρούν, Παρεμβαίνουν και Αναστοχάζονται</i>, Αθήνα: Gutenberg.</p> <p>ΕΑΔΑΠ (2003) <i>Προς μια συνεργατική και συμμετοχική επιμόρφωση στην προσχολική αγωγή</i>, <i>Εταιρεία για την Ανάπτυξη και τη Δημιουργική Απασχόληση των Παιδιών</i>. Αθήνα: Τυπωθήτω</p> <p>Cohen Dorothy H., Stern Virginia, Balaban Nancy (1991), <i>Παρατηρώντας και Καταγράφοντας τη</i></p>
--

Συμπεριφορά των Παιδιών, Αθήνα: Gutenberg.

Edwards C., Gandini, L., Forman, G. (2001), *Reggio Emilia: Οι χίλιες γλώσσες των παιδιών προσχολικής ηλικίας*, Αθήνα: Εκδόσεις Πατάκης  
 Ντολιοπούλου, Έ., Γουργιώτου, Έ. (2008), *Η αξιολόγηση στην Εκπαίδευση: Με έμφαση στην Προσχολική*, Αθήνα: Gutenberg.

Stacey S. (2020), *Αναδυόμενο Πρόγραμμα και Παιδαγωγική Τεκμηρίωση στην Προσχολική Εκπαίδευση*, Αθήνα: Gutenberg.

– Suggested English bibliography:

Brodie, K. (2013). *Observation, Assessment and Planning in The Early Years-Bringing It All Together*. McGraw-Hill Education (UK).

Formosinho, J. & Pascal, C. (Eds.). (2017). *Assessment and evaluation for transformation in early childhood*. Routledge.

Gullo, D. F. (2005). *Understanding assessment and evaluation in early childhood education* (Vol. 95). Teachers College Press.

Saracho, O. (Ed.). (2015). *Contemporary Perspectives on Research in Assessment and Evaluation in Early Childhood Education*. IAP.

Sharman, C., Cross, W., & Vennis, D. (2015). *Summative Assessment in the Early Years*. Bloomsbury Publishing.

Smidt, S. (2005). *Observing, assessing and planning for children in the early years*. Psychology Press

– Related academic journals

Early child development and care

Early Years

Journal of Early Childhood research

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

### COURSE OUTLINE

#### (21)GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΠΑΙ62	<b>SEMESTER</b>	7 <sup>th</sup>
<b>COURSE TITLE</b>	RESOURCES AND MATERIALS FOR EARLY CHILDHOOD EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
<b>LECTURES</b>		<b>3</b>	<b>5</b>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		
<b>COURSE TYPE</b> general background, special background, specialised general knowledge, skills development	SPECIAL BACKGROUND	
<b>PREREQUISITE COURSES:</b>	NO	
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK	
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES	
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC191/">https://eclass.uniwa.gr/courses/ECEC191/</a>	

## (22)LEARNING OUTCOMES

### Learning outcomes

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

Consult Appendix A

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

### LEVEL OF LEARNING OUTCOMES: 6

#### PURPOSE OF THE COURSE

The aim of the course is to enable students to acquire the appropriate knowledge, skills and attitudes about the contribution of pedagogical material to learning, to justify theoretically the use of specific pedagogical material and to be able to design appropriate pedagogical material themselves, making use of their knowledge, imagination and creativity.

#### LEARNING OUTCOMES:

On successful completion of the course the student will

At **knowledge** level, the student will be able to recall and describe:

- Theoretical approaches to the use and contribution of pedagogical materials in the learning process.
- Materials and resources that can be used pedagogically in and out of the classroom.
- Pedagogical material aimed at infants and young children (under 3 years of age).
- Pedagogical material aimed at infants (over 3 years old).

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

- The role of experiential, virtual and symbolic representations in learning.
- The current evidence on how infants and toddlers over 3 years of age learn in terms of the pedagogical use of the materials and media available.
- The importance of materials and media in the process of education and learning.

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

- Create conditions for finding materials suitable for pedagogical use.
- Organize materials in a pedagogical way, making use of knowledge and fostering imagination and creativity.
- Apply criteria of quality, safety and suitability in the use of material as pedagogical for early childhood children.

<b>General Competences</b> <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information,  with the use of the necessary technology  Adapting to new situations  Decision-making  Working independently  Team work  Working in an international environment  Working in an interdisciplinary environment  Production of new research ideas</i>	<i>Project planning and management  Respect for difference and multiculturalism  Respect for the natural environment  Showing social, professional and ethical responsibility and  sensitivity to gender issues  Criticism and self-criticism  Production of free, creative and inductive thinking  .....  Others...  .....</i>
<ul style="list-style-type: none"> <li>- Search for, analysis and synthesis of data and information, using the necessary technologies</li> <li>- Adapting to new situations</li> <li>- Decision-making</li> <li>- Autonomous work</li> <li>- Teamwork</li> <li>- Respect for the natural environment</li> <li>- Promotion of free, creative and deductive thinking</li> </ul>	

## (23)SYLLABUS

1. Introduction: Terminology - Clarification of terms. What makes a material pedagogical. Who it is developed by. What is pedagogical material in early childhood.
2. How infants, toddlers and young children learn: How it determines the selection and use of pedagogical materials.
3. Pedagogical material through the years. How have pedagogical materials changed in the course of time? Educational thinkers and pedagogical materials in their approaches to learning and teaching.
4. How contemporary approaches to pedagogy influence the provision of materials to early childhood children. International practice and Greek reality.
5. Pedagogical materials and their use in different areas of development, for infants and young children under 3 years of age.
6. Pedagogical material and its utilization in various areas of development for infants over 3 years of age.
7. Dolls: Their utilization as pedagogical materials for early childhood.
8. Materials and the natural environment. Water, sand, stones, wood and other outdoor materials.
9. Pedagogical material of museums and its utilization in the classroom of early childhood children.
10. Free materials, recyclable materials, creative/upcycling materials as pedagogical materials for infants, toddlers and young children.
11. Pedagogical materials suitable for the development of writing, language-communication, logical-mathematical thinking.
12. Evaluation of materials as pedagogical - Evaluation of learning.
13. Issues of safety and critical evaluation of pedagogical materials for each age phase of the child

(under 3 years/over 3 years).

## (24)TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in face-to-face teaching (PPT presentations and videos). - Use of electronic platforms for distribution of educational material and synchronous and asynchronous communication with students. - Use of e-mail for communication with students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	60
	Interactive teaching	20
	Study and analysis of literature	40
	Study preparation	30
	Course Total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Students are assessed on the course based on clearly defined criteria, which are posted on the course's eclass and moodle platforms at the beginning of the academic year and are accessible to students.  Assessment language: GREEK Assessment language: ENGLISH for ERASMUS students Assessment method: - Written final examination (with or without a combination of the following, at the discretion of the lecturer): <ul style="list-style-type: none"> <li>○ Closed questions</li> <li>○ Short-answer questions</li> <li>○ Open-ended questions</li> <li>○ Problem-solving questions</li> </ul> - Oral examination (if necessary, for students with a certified learning disability falling into this category)	

## (25)ATTACHED BIBLIOGRAPHY

<b>Greek language bibliography:</b> Lindon, J., Kelman, K. Sharp, A. (2004). <i>Μαθαίνω τον κόσμο παίζοντας: Από τη γέννηση έως 3 ετών</i> . (Επιμ. Σ. Δημητριάδη). Αθήνα: Δίπτυχο. MacNaughton, G. (2020). <i>Διαμορφώνοντας την προσχολική ηλικία</i> (Επιμ. Μ. Αμπαρτζάκη). Αθήνα: Πεδίο. Maguire-Fong, M.J. (2019). <i>Εκπαίδευση βρεφών και νηπίων: Ερευνητές εν δράσει!</i> (Επιμ. Σ. Δημητριάδη). Αθήνα: Παπαζήσης. Mathieson, K. (2018). <i>Κοινωνικές δεξιότητες στην προσχολική ηλικία</i> (Επιμ. Μ. Σακελλαρίου). Αθήνα: Πεδίο. Ξανθάκου, Γ. (2012). <i>Δημιουργικότητα και καινοτομία στο σχολείο και την κοινωνία</i> . Αθήνα: Διάδραση. Roopnarine, J.L. & Johnson, J.E. (2019). <i>Ποιοτικά προγράμματα για την εκπαίδευση της πρώιμης παιδικής και της νηπιακής ηλικίας</i> (Επιστημονική θεώρηση: Σ. Δημητριάδη – Επιμ. Μ. Κόνσολας & Ν.
---

Ανδρεαδάκης.). Αθήνα: Παπαζήσης.  
 Σκουμπουρδή, Χ. (2014). *Σχεδιασμός ένταξης υλικών και μέσων στη μαθηματική εκπαίδευση των μικρών παιδιών*. Αθήνα: Πατάκης.

**English language bibliography:**

Bottrill, G. (2018). *Can I go and play now? Rethinking the Early Years*. SAGE.  
 Dodge, D.T., Colker, L.J., Heroman, C. (2002). *The creative curriculum for preschool* (4<sup>th</sup> ed.). Washington DC: Teaching Strategies.  
 Daly, L. & Beloglovsky, M. (2014). *Loose Parts: Inspiring Play in Young Children*. MN: Redleaf Press.  
 Hughes, A. (2015). *Developing play for the under 3's: The treasure basket and Heuristic Play* (3<sup>rd</sup> edition). Routledge.  
 Lewin-Benham, A. (2010). *Infants and Toddlers at work: Using Reggio inspired materials to support brain development*. Teachers College Press.  
 Louv, R. (2008). *Last child in the woods*. NC: Algonquin Books.  
 Pacini-Ketchabaw, V., Kind, S., Kocher, L.L.M. (2017). *Encounters with materials in Early Childhood Education*. Routledge.

**Related academic journals:**

European Early Childhood Education Research Journal (EECER)  
 Young Children Journal (NAEYC)

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

**COURSE OUTLINE**

**(26)GENERAL**

SCHOOL	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨΥΧ 64	SEMESTER	7
COURSE TITLE	Psychological Interventions in the Early Childhood Education and Care Centers		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		

<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES
<b>COURSE WEBSITE (URL)</b>	..

## (27) LEARNING OUTCOMES

### Learning outcomes

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

*Consult Appendix A*

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

LEVEL OF LEARNING OUTCOMES: 6

### AIM OF THE COURSE

The course will discuss issues that childcare educators face in their daily work with children in the context of the early childhood education and 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 educators with parents and child's family in general, the application of psychoanalytic understanding in a preschool setting, the group dynamics in the early childhood education and care centers' classroom and how to facilitate childcare educators to recognize the communication of young children. Alternative management options available to childminders to deal with difficulties arising in their working environment will also be mentioned. Students will have the chance to investigate issues like the role of regression in child development: What does it mean? Is it always normal? Do "pathological" behaviors necessarily mean the existence of psychopathology? Ways of managing psychopathology in the nursery, parent counselling groups and childcare educators support and training groups in the school setting.

The course will use clinical examples from day-care classrooms as prompts for discussion with students.

### LEARNING OUTCOMES

Upon successful completion of the course the student will be able

- at a knowledge level, to recall and describe:
  - Basic concepts of normal development and child's mental health.
  - Issues arise between children, their parents and childcare educators at early childhood education and care centers.
  - Normality and pathology in childhood.
  - Relationship and cooperation between childcare educators and the child's family.
  - Ways of intervention available to childcare educators in order to address the difficulties that arise in their working environment.
- at the skills level, to explain and draw conclusions about:
  - Basic concepts of normal development and child's mental health.
  - Issues arise between children, their parents and childcare educators at early childhood education and care centers.
  - Normality and pathology in childhood.
  - Relationship and cooperation between childcare educators and the child's family.
  - Ways of intervention available to childcare educators in order to address the difficulties that arise in their working environment.
- in terms of competences, to apply the above as follows:
  - Distinguishes between typical and non-typical development, in order to identify the cases of infants, toddlers and their parents who may experience difficulties.
  - Approaches preschool children and their parents in an appropriate way.
  - Manages (and reduce) risk factors that increase the likelihood of difficulties occurring.
  - Collaborates effectively within an interdisciplinary team to support the child and his / her



family.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Adapting to new situations
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Respect for difference and multiculturalism
- Project planning and management
- Decision-making
- Respect for diversity and multiculturalism
- Production of free, creative and inductive thinking
- Criticism and self-criticism

**(28)SYLLABUS**

1. The subject of psychology and the profession of the psychologist: his responsibilities within early childhood education and care centers.
2. Facilitating childcare educators to recognize young children's communication.
3. Psycho-emotional development in early childhood: development of self-awareness, ability to symbolize, managing aggression
4. School-family relationship: The necessity of Cooperation.
5. The child's transition to early childhood education and care centers, the adjustment phase, peer relationships and managing diversity.
6. Application of psychoanalytic understanding in preschool education.
7. How relationships with parents and siblings are repeated in school.
8. Group dynamics in early childhood education and care centers.
9. Dealing with children's aggression.
10. The role of regression in child's development: What does it mean? Is it always normal?
11. Do "pathological" behaviors necessarily mean the existence of psychopathology?
12. Ways of managing psychopathology in early childhood education and care centers.
13. Parent Counseling Groups and Teacher Support and Training Groups in the School setting.

## (29) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (slides, videos, etc.) Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. Use of e-mail for communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Tutorials	40
	Exercises - Material analysis	40
	Study and analysis of relevant bibliographic sources	20
	Independent study	50
	Total	150
	Course total	150

<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ul style="list-style-type: none"> <li>Written final exams at the end of the semester with open answer and multiple-choice questions</li> <li>Language of evaluation: Greek</li> </ul>
---	--

### (30) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Αναγνωστάκη, Λ., Λάγιου-Λιγνού, Ε. &amp; Ναυρίδη, Α. (2019). <i>Ψυχαναλυτικές Παρεμβάσεις με Μικρά Παιδιά: Στην Οικογένεια και το Σχολείο</i>. Εκδόσεις Αρμός.</p> <p>Ευαγγελόπουλος, Σ. (1998). <i>Θέματα Παιδαγωγικής Ψυχολογίας. Η λεκτική Επικοινωνία στη Σχολική Τάξη</i>. Εκδόσεις Ελληνικά Γράμματα.</p> <p>Ναυρίδης, Κ. (2002). Επάγγελμα Εκπαιδευτικός. In "Χρονικά" του Πειραματικού Σχολείου του Πανεπιστημίου Θεσσαλονίκης. Τεύχος 12.</p> <p>Adamo, S. &amp; Rustin, M. ((2014). <i>Young child observation: A Development in the Theory and Method of Infant Observation</i>. London: Karnac Books.</p> <p>Emanuel, L (2007). Πως παίζουν, τι λένε: Κατανοώντας τους τρόπους επικοινωνίας και τις δυσκολίες στην επικοινωνία των παιδιών. <i>Παιδί και Έφηβος. Ψυχική Υγεία και Ψυχοπαθολογία</i>, 9, 64-81.</p> <p>Filoux, J.C (2000). <i>Παιδαγωγική και Ψυχανάλυση</i>. Εκδόσεις Gutenberg.</p> <p>Kraemer, S. (2000). Politics in the nursery. Στο <i>The Political Subject</i>. London: Lawrence and Wishart.</p> <p>Meill, D. &amp; Dallos, R. (2011). <i>Διαπροσωπικές Σχέσεις: Μια Συνεχής Κοινωνική Αλληλεπίδραση</i> (επιμ. Γκαρή, Αικ.). Εκδόσεις Πεδίο.</p> <p>Menzies, I. (1960). <i>A Case-study in the Functioning of Social Systems as a Defense Against Anxiety: A Report on a Study of the Nursery Service of a General Hospital</i>. <i>Journal of Human Relations</i>, No13.</p>
--

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

#### COURSE OUTLINE

#### (31) GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΨΥΧ65	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	APPLIED DEVELOPMENTAL PSYCHOLOGY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5

Add rows if necessary. The organization of teaching and the methods used are described in detail at (d).		
<b>COURSE TYPE</b> general background, special background, specialised general knowledge, skills development	GENERAL BACKGROUND	
<b>PREREQUISITE COURSES:</b>	DEVELOPMENTAL PSYCHOLOGY I & II	
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK	
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES	
<b>COURSE WEBSITE (URL)</b>	..	

### (32) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p><b>LEVEL OF LEARNING OUTCOMES: 6</b></p> <p><b>AIM OF THE COURSE</b></p> <p>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 field and to allow students to study a limited number of topics of their own choice in greater depth. The course aims to assist students to comprehend issues related to psychological work with children, adolescents, young people and adults experiencing everyday and special situations/conditions. 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 risk 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.). Students will have the opportunity to study elements related to formal and informal development, managing issues related to the developing person, 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.</p> <p><b>LEARNING OUTCOMES</b></p> <p>Upon successful completion of the course the student will be able</p> <ul style="list-style-type: none"> <li>• at a knowledge level, to recall and describe: <ul style="list-style-type: none"> <li>– factors for the psychological development of the individual in various conditions and situations that are important for prevention and intervention, such as, for example, stress and its effects, the dependence of physical health on mental well-being, interpersonal</li> </ul> </li> </ul>

<p>communication, the function of friendship, marriage and family, the development and expression of sexuality, the role of psychology in work careers, the function of parental psychological disorder, positive psychology, etc.).</p> <ul style="list-style-type: none"> <li>– elements relating to formal and informal development, management of issues concerning the developing human being,</li> <li>– the application of the findings of relevant research to the management of specific issues in dysfunctional contexts or contexts with specificities that have an impact on developmental outcomes.</li> <li>– issues related to the development of the individual which are multidimensional, multilevel phenomena and require complex reasoning</li> </ul>
<ul style="list-style-type: none"> <li>• at the skills level, to explain and draw conclusions about: <ul style="list-style-type: none"> <li>– the implementation of developmental psychology theories to the understanding of infant, child, adolescent and adult behaviour,</li> <li>– the function of various environmental influences on the development of the individual in relation to his or her age</li> <li>– the use and exploitation of current research in the field of developmental psychology in Greece and internationally</li> <li>– the application of developmental psychological knowledge in the analysis of particular cases</li> </ul> </li> <li>• in terms of competences, to apply the above as follows: <ul style="list-style-type: none"> <li>– to analyse risk and protective factors and understand the mechanisms when managing the developmental history of a child, adolescent or young person.</li> <li>– to critically discuss the contribution of developmental psychology to the understanding of the developmental</li> <li>– to critically examine how theory and research in developmental psychology can inform applied interventions and policy</li> <li>– to critically evaluate the effectiveness of interventions in structures and services in education, health and welfare</li> <li>– to assess/evaluate the appropriateness of development research techniques, with particular emphasis on the ethical dimension of development research.</li> <li>– to evaluate different approaches to the application of development theory</li> <li>– to critically evaluate the problems associated with the application of development theory</li> </ul> </li> </ul>

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Team work
- Production of new research ideas
- Criticism and self-criticism
- Search for, analysis and synthesis of data and information, using the necessary technology
- Respect for diversity and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Production of free, creative and inductive thinking

### (33)SYLLABUS

1. Risk and protective factors and resilience: The example of economic poverty. Positive psychology
2. Adaptation to modern life
3. Stress and its effects and procedures for its management. The example of natural disasters
4. Migration. Its function in children and adolescents
5. Internet use and abuse
6. "Traditional and cyber bullying
7. The self
8. Interpersonal communication. Friendship and love
9. Marriage and family. The case of domestic violence
10. Parental divorce. Adoption and fostering
11. Parental mental health and child development
12. Child and adolescent abuse and neglect
13. Career and work

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>- Use of ICT in teaching (slides, videos, etc.)</li> <li>- Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students.</li> <li>- Use of e-mail for communication with students</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Tutorials	40
	Study and Material analysis	30
	Study and analysis of relevant bibliographic sources & term paper	40
	Independent study	40
	Total	150
	Course total	150

<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ul style="list-style-type: none"> <li>Preparation of a written term paper (compulsory 40%)</li> <li>Written final exams at the end of the semester with open answer questions</li> </ul> Language of evaluation: Greek
---	--

### (35) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>Weiten, W, Dunn S. D., &amp; Hammer Y. E. (2021). <i>Ψυχολογία εφαρμοσμένη στη σύγχρονη ζωή: Προσαρμογή στον 21ο αιώνα</i>. Κλειδάριθμος.</p> <p>Μόττη-Στεφανίδη, Φ. (2015). <i>Παιδιά και έφηβοι σε έναν κόσμο που αλλάζει</i>. Βιβλιοπωλείον της Εστίας.</p> <p>Χατζηχρήστου, Χ. Γ. &amp; Μπεζεβέγκης, Η.Γ. (2012). <i>Θέματα ανάπτυξης και προσαρμογής των παιδιών στην οικογένεια και στο σχολείο</i>. Πεδίο.</p> <p>Παπαλεοντίου-Λούκα, Ε. (2018). <i>Ψυχική υγεία παιδιού και εφήβου</i> (τόμ. Α &amp; Β). Αρμός.</p> <p>- <i>Related academic journals:</i></p>
---

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

#### COURSE OUTLINE

### (36) GENERAL

<b>SCHOOL</b>	. SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΨΥΧ66	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	PSYCHOLOGY OF CHILDREN'S DRAWINGS		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
LECTURES	3	5	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			

<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND
<b>PREREQUISITE COURSES:</b>	DEVELOPMENTAL PSYCHOLOGY I & II
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES
<b>COURSE WEBSITE (URL)</b>	

### (37) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i>  <i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li><i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li><i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li><i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The course aims to familiarize students with the basic concepts, theoretical approaches and studies in the research field that studies the development of children's drawing ability. 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 drawings? What information can we glean from children's drawings about children's intelligence, personality, and emotional capacity? What is the role of cultural context and education in children's drawing development? Are there individual differences in drawing development?</p> <p><b>LEARNING OUTCOMES:</b></p> <p>Upon successful completion of the course, the students will</p> <p>At a knowledge level, the students will be able to recall and describe:</p> <ul style="list-style-type: none"> <li>- classical and contemporary psychological theories on the development of drawing competence</li> <li>- the stages in the development of children's drawing ability</li> <li>- the research methods used in the study of children's drawing ability</li> <li>- the principles of the organization of children's drawings</li> <li>- the expressiveness of children's drawings</li> <li>- individual differences in children's drawing ability</li> </ul> <p>In terms of skills, they will be able to explain and draw conclusions about:</p> <ul style="list-style-type: none"> <li>- classical and modern psychological theories on the development of drawing ability</li> <li>- the stages in the development of children's drawing ability</li> <li>- the research methods used in the study of children's drawing ability</li> <li>- the principles of the organization of children's drawings</li> <li>- the expressiveness of children's drawings</li> <li>- individual differences in children's drawing ability</li> </ul> <p>In terms of competences, they will be able to apply the above as follows:</p> <ul style="list-style-type: none"> <li>- be aware of how drawing can be used to measure children's cognitive maturity and personality;</li> </ul> <p>critically assess the limitations of this approach</p>



- analyse how the way children draw changes with advancing age
- to discern the developmental progression of representational and expressive drawings
- use theories that attempt to explain drawing development
- explain the relationship between children's ability to understand and create drawings
- use information that can be drawn from children's drawings about children's intelligence, personality and emotional capacity

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Search, analysis and synthesis of data and information, using the necessary technologies
- Decision-making
- Adapting to new situations
- Working in teams
- Exercising critiquing and self-critiquing
- Promoting free and deductive thinking

### **(38)SYLLABUS**

#### **COURSE CONTENT**

1. Introduction to the psychology of children's drawing - Stages of development of drawing ability
2. Theories of drawing development
3. The development of representational drawing
4. The human figure in children's drawings (Tadpole Man, Typical human figure)
5. The development of expressive drawing - Expressive dimension of children's drawings
6. Production and understanding of representational drawing - Aesthetic preference for drawings and images in childhood
7. Drawings as assessment tools: intelligence, personality and emotionality
8. Drawings as measures of internal representations
9. Individual differences in children's drawing ability: Gender differences and gifted children in drawing
10. Drawings of children from special populations - Individual differences in children's drawing ability: The drawing of children with developmental disorders, learning difficulties
11. Drawing as an aid to memory
12. Children's drawings and education
13. Cultural influences on children's drawings

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in teaching (slides, videos, etc.) - Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. - Use of e-mail for communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	50
	Study and analysis of the literature	50
	Independent study	50
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ul style="list-style-type: none"> <li>• Preparation of a written assignment (Optional, of an additional nature).</li> <li>• Written final exam at the end of the semester with open-ended and multiple choice questions.</li> </ul> Language of assessment: Greek	

### (40)ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Jolley, R. (2018). <i>Παιδί και εικόνα: Σχεδίαση και κατανόηση</i>. Αθήνα: Τόπος</p> <p>Thomas, G.V. &amp; Silk, A. J. (1997). <i>Η ψυχολογία του παιδικού σχεδίου</i>. Αθήνα: Καστανιώτης.</p> <p>Crotti, E., &amp; Magni, A. (2003). <i>Πώς να ερμηνεύουμε τα παιδικά σχέδια: Η κρυφή γλώσσα των παιδιών</i>. Αθήνα: Καστανιώτης.</p> <p>Malchiodi, C.C. (2001). <i>Κατανοώντας τη ζωγραφική των παιδιών</i>. Αθήνα: Ελληνικά Γράμματα.</p>
---

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

**COURSE OUTLINE**

**(41) GENERAL**

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΨYX67	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	INTRODUCTION TO PSYCHOMETRICS		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

**(42) LEARNING OUTCOMES**

<p><b>Learning outcomes</b>  <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i>  <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li><i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li><i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li><i>Guidelines for writing Learning Outcomes</i></li> </ul> </p>
--

#### LEVEL OF LEARNING OUTCOMES: 6

##### PURPOSE OF THE COURSE

The course analyses basic principles of psychometrics. This is the branch of psychology that deals with the construction and scientific documentation of instruments used to measure human behaviour. In particular, it examines the basic types of psychometric assessment, the characteristics of validity and reliability, and the methods of interpreting the results of an assessment. In addition, some instruments commonly used to assess infants and toddlers are presented.

##### LEARNING OUTCOMES

Upon successful completion of the course the student will

At a knowledge level students will be able to recall and describe:

- Basic concepts of psychometrics.
- The concepts of validity and reliability.
- The basic characteristics of parent questionnaires and intelligence tests for infancy and toddlerhood.
- The methods of interpreting the results of an assessment.
- The basic characteristics of tools commonly used for infant and toddler assessment.
- The basic stages in the construction of a psychometric instrument.
- The necessity of adapting a psychometric tool based on cultural context.

At the skills level, they will be able to explain and draw conclusions about:

- Basic concepts of psychometrics.
- The concepts of validity and reliability.
- The basic characteristics of parent questionnaires and intelligence tests for infancy and childhood.
- The methods of interpreting the results of an assessment.
- The basic characteristics of tools commonly used for infant and toddler assessment.
- The basic stages in the construction of a psychometric instrument.
- The necessity of adapting a psychometric tool based on cultural context.

At the competency level, they will be able to apply the above as follows:

- Analyse the results of psychometric assessment of infants and toddlers.
- Apply the results of psychometric assessment of infants and young children to formulate more effective programmes for the education and care of infants and young children with difficulties.
- Participate in procedures for constructing or standardising psychometric instruments for infants and toddlers.

#### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

#### (43)SYLLABUS

<p>COURSE CONTENT</p> <ol style="list-style-type: none"> <li>1. Basic concepts of psychometrics - Historical background</li> <li>2. Statistics in Psychometrics.</li> <li>3. Reliability - Methods of calculating reliability</li> <li>4. Validity - Methods of calculating validity</li> <li>5. Child Behaviour Checklist - Language Development Questionnaire</li> <li>6. MCDI - McArthur Communication Skills Development Questionnaire</li> <li>7. Wechsler Preschool and Primary Scales of Intelligence</li> <li>8. Mullen Scales of Early Learning</li> <li>9. Bayley Scales of Infant Development</li> <li>10. Interpretation of assessment results - Norms</li> <li>11. Psychometric tools in different cultural contexts</li> <li>12. Stages of psychometric tool construction (I)</li> <li>13. Stages of psychometric tool construction (II)</li> </ol>
---

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (slides, videos, etc.) Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. Use of e-mail for communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.          Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of audiovisual material	40
	Study and analysis of the literature	20
	Independent study	50
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	- Written final exam at the end of the semester with open-ended and multiple-choice questions (80%). - Observation protocol (20%).  Assessment language: Greek	

#### (45)ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Αλεξόπουλος, Δ. (2011). <i>Ψυχομετρία</i>. Αθήνα: Πεδίο.</p> <p>Κουλάκογλου, Κ. (2013). <i>Ψυχομετρία και Ψυχολογική Αξιολόγηση</i> (3η έκδ.). Αθήνα: Πατάκης.</p> <p>Κοντοπούλου, Ε. (2002). <i>Ψυχομετρία</i>. Αθήνα: Interbooks</p> <p>Furr, R.M. &amp; Bacharach, V.R. (2008). <i>Psychometrics: An introduction</i>. Los Angeles, CA: Sage.</p> <p>Price, L. R. (2016). <i>Psychometric methods: Theory into practice</i>. Guilford Publications.</p> <p>- Related academic journals:</p> <p><i>Journal of Psychometric Assessment</i></p>
---

**KAOE 68: Management Information Systems and Electronic Governance - Compulsory Elective**
**COURSE OUTLINE**
**(46) GENERAL**

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION & CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>KAOE 68</b>	<b>SEMESTER</b>	7th
<b>COURSE TITLE</b>	Management Information System and Electronic Governance		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALIZED KNOWLEDGE AND SKILLS DEVELOPMENT		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK AND ENGLISH		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC357/">https://eclass.uniwa.gr/courses/ECEC357/</a>		

**(47) LEARNING OUTCOMES**
**Learning outcomes**

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

*Consult Appendix A*

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

**LEVEL OF LEARNING OUTCOMES: 6****LESSON PURPOSE**

This course deals with e-government and the development and utilization of management information systems. The aim of the course is to thoroughly study the principles and actions of e-government, but also to understand 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.

**LEARNING RESULTS**

Upon successful completion of the course the student

At the level of knowledge he will be able to recall and describe:

- The principles and actions of e-government.
- the knowledge required to understand the usefulness of information systems for management and strategic decision making.
- The elements of the need to achieve interoperability not only at the technical and conceptual level, but also at the institutional and organizational level.

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

- The principles and actions of e-government.
- the knowledge required to understand the usefulness of information systems for management and strategic decision making.
- The elements of the need to achieve interoperability not only at the technical and conceptual level, but also at the institutional and organizational level.

At the skill level he will be able to apply the above as follows:

- Distinguishes the principles of e-government and management information systems.
- Organizes the administration of school units based on the principles of e-government and management information systems.
- Evaluates organizational situations based on the principles of management, e-government and management information systems and make more rational decisions.

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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



- *Search, analysis and synthesis of data and information using the necessary technologies*
- *Adaptation to new situations*
- *Decision making*
- *Leadership*
- *Teamwork*
- *Work in an international environment*
- *Production of new research ideas*

#### **(48)SYLLABUS**

##### **COURSE CONTENT**

- (14)** Introduction to the concept of e-government
- (15)** Comparative research between Greece and other EU member states
- (16)** E-government actions at international & European level
- (17)** E-government actions at national level
- (18)** Interoperability in Public Administration
- (19)** Institutional & Organizational Interoperability
- (20)** Technical & Conceptual Interoperability
- (21)** European & National Interoperability Framework
- (22)** Definition of factors and parameters to ensure interoperability
- (23)** Management information systems (part one)
- (24)** Management Information Systems (Part 2)
- (25)** Modeling of Administrative Procedures
- (26)** Training of executives: criteria and parameters

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Use of ICT in lifelong learning (slide show)</li> <li>• Use of an electronic platform for distribution of educational material and synchronous and asynchronous communication with students.</li> <li>• Use of e-mail to communicate with students.</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.  The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	LECTURES	40
	AUDIOVISUAL MATERIAL ANALYSIS	20
	BIBLIOGRAPHY STUDY AND ANALYSIS	40
	INDEPENDENT STUDY	50
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>The examination of the course will be done either with written examinations at the end of the semester or through two written advances during the semester. Written progress is optional and exempt as long as students have completed at least a grade of 5 in both. It is noted that in order for students to participate in the second written progress they must have completed at least a grade of 5 in the first progress. In case a student does not pass the first progress then he / she does not participate in the second and in order to pass the course he / she must participate in the written exams at the end of the semester. The dates on which the written progress will be made will be announced by the instructor.</p>	

#### (50)ATTACHED BIBLIOGRAPHY

<p>- Related academic journals:</p> <p>Greek</p> <p>Λαζακίδου, Α. (2019). Ηλεκτρονική Διακυβέρνηση προς πολίτες και επιχειρήσεις. Εκδόσεις Δίστιγμα.</p> <p>Κάλλας, Γ. (2019). Αναλύοντας τις κοινωνίες της πληροφορίας. Εκδόσεις Προπομπός.</p> <p>Wallace, P. (2014). Πληροφοριακά συστήματα διοίκησης. Εκδόσεις Κριτική.</p> <p>Kroencke, D.M. &amp; Boyle, R. (2016). Πληροφοριακά συστήματα διοίκησης στην πράξη. Εκδόσεις Broken Hill.</p> <p>Μοντέλο Τεκμηρίωσης (2012). Διαθέσιμο στο: <a href="http://www.e-gif.gov.gr">http://www.e-gif.gov.gr</a></p> <p>Πλαίσιο Διαλειτουργικότητας &amp; Υπηρεσιών Ηλεκτρονικών Συναλλαγών (ΠΑ&amp;ΥΗΣ), 2012. Διαθέσιμο στο <a href="http://www.e-gif.gov.gr/portal/page/portal/egif/">http://www.e-gif.gov.gr/portal/page/portal/egif/</a></p> <p>Πλαίσιο Ψηφιακής Αυθεντικοποίησης, 2012. Διαθέσιμο στο: <a href="http://www.e-">http://www.e-</a></p>
--

gif.gov.gr/portal/pls/portal/docs/840023.PDF

#### Foreign

Albirini, A. (2006). Teachers' attitudes toward information and communication technologies: the case of Syrian EFL teachers. *Computers & Education*, 47, 373–398.

Anastasiades, P. S. (2002). Towards the global information society: the enactment of a regulatory framework as a factor of transparency and social cohesion. *Lecture Notes in Computer Science*, 2510, pp. 527-535.

Baron, G.-L., Bruillard, E. (2003). Information and communication technology: models of evaluation in France. *Evaluation and Program Planning*, 26, pp. 177–184.

Cleveland, H. (1986). Government is information (but not vice versa). *Public Administration Review*, 46, pp. 605-607.

Flecknoe, M. (2002). How can ICT help us to improve education? *Innovations in Education and Teaching International*, 39 (4), pp. 271-279.

Mooij, T., Smeets, E. (2001). Modelling and supporting ICT implementation in secondary schools. *Computers and Education*, 36, pp. 265-281.

Schelin, S. H., (2003). E-Government: an overview. Στο: Garson, G. D. (eds) *Public Information technology: policy and management issues*. Hershey: Idea Group Publishing, pp 120-137.

Vandenbroucke, F. (2007). Competences for the knowledge society: ICT in education initiative, 2007-2009. Vlaamse Overheid.

#### Scientific Journal

*Journal of Management Information System*

*Information Systems Research*

*Government Information Quarterly*

*Journal of Information Systems Education*

### KAOE 69: Education and Economic Development - Compulsory Elective

#### COURSE OUTLINE

#### (51)GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	KAOE 69	<b>SEMESTER</b>	OPTIONAL Winter Semester Z
<b>COURSE TITLE</b>	Education and Economic Development		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Knowledge and Skill Development		

<b>PREREQUISITE COURSES:</b>	None
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek and English for Erasmus Students
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO
<b>COURSE WEBSITE (URL)</b>	e-class

## (52)LEARNING OUTCOMES

### Learning outcomes

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

*Consult Appendix A*

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

### THE PURPOSE OF THE COURSE

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.

### LEARNING OUTCOMES

Upon successful completion of the course the student

**At the level of knowledge will be able to recall and describe:**

- The economic theories of education and their role in the economy
- The good of “education” and its economic value
- The connection of the labor market with education (at all levels)
- The impact of education on economic development

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

- The factors that affect economic growth
- The relationship between education and economic development

**At the skill level will be able to apply the above so as:**

- To utilize the tools of economics in order to improve the education system
- To examine from an economic point of view the effectiveness of the educational organization and the educational system
- To weight the formulation of an effective educational policy and to actively participate in the transformation of the educational process

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

Supplement and appear below), at which of the following does the course aim?	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas</i>	<i>Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking ... .. Others... ... ..</i>
<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Leadership</li> <li>• Teamwork</li> <li>• Working in an international environment</li> <li>• New and Innovative Ideas (Innovation Skills)</li> <li>• Creativity</li> <li>• Strategy and Planning</li> </ul>	

### (53)SYLLABUS

1.Introduction to the Economics of Education - Historical Development. 2. Basic Theoretical Approaches of the relationship between Education & Economy 3. Factors Affecting Economic Growth 4. Economic Theories of Education [Theory of Human Capital, Filter Hypothesis]. 5. Economic Theories of Education II 6. The benefits of Education from the perspective of Economics. 7. The Cost and Financing of Education. 8. Education as Consumption and Investment. 9. Education as a good. 10. The supply of education 11.The demand of education. 12. Orientation of Education for Economic Development 13. Labor Market and Higher Education
--

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (slides, videos, etc.) Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. Use of e-mail for communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester workload</b>
	Face to face tutorials (Lectures)	40
	Interactive Exercises	30

<p>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</p>	Case Studies	20
	Team building	30
	Study and Literature Review	30
	Total	<b>150</b>
	Course Total	150
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p>Description of the evaluation procedure</p> <p>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>This module may be assessed either through written exams at the end of the academic semester or through two written assessments during the academic semester. The latter are optional. Students can be exempted from the written exams at the end of the semester only if they have taken the written assessments and passed them both with grade 5 (promotional grade). Otherwise, they are obliged to sit the written exams at the end of the semester. The dates regarding the written assessments during the academic semester will be announced by the lecturer.</p> <p>In all written assessments students either have to develop critical issues with justification from the relevant literature, or indicate whether or not a statement is true or false.</p>	

#### (55) ATTACHED BIBLIOGRAPHY

<p><b>Recommended reading (in Greek &amp; other languages): any books or other learning material which they will be required to use as the course unit progresses.</b></p> <p>Lovenheim, M. &amp; Turner, S.E. (2020). <i>Οικονομικά της Εκπαίδευσης</i>. Broken Hill</p> <p>Saiti, A. (2000). <i>Education &amp; Economic Development</i>. Athens, Greece: Tipothito Publishing (in Greek)</p> <p>Hanushek, E.&amp;Welch, F. (Editors) (2006). <i>Handbook of the Economics of Education Vol. .I</i> North Holland</p> <p>Checchi, D. (2006). <i>The Economics of Education: Human Capital, Family Background and Inequality</i>. Cambridge University Press</p> <p>McMahon, W.W. (2002). <i>Education and Development: Measuring the social Benefits</i>. Oxford University Press</p> <p>Ashton, D. &amp; Green F. (1997). <i>Education training and the global economy</i> Edward Elgar Publishing Limited</p> <p>Leach, F.E. &amp; Little A.W. (1999) <i>Education, Cultures and Economics</i>. Taylor &amp; Francis Group</p> <p>Lipman, P. (2003). <i>High stakes Education: Inequality, Globalisation and Urban school reform</i>. Taylor &amp; Francis Group</p> <p>Winch, C. (2000). <i>Education, Work and Social Capital: Towards a New Conception of Vocational Training</i>. Taylor &amp; Francis Group</p> <p>Goodman, R.T. (2003). <i>World, Class, Women: Global Literature, Education and Training</i>. Taylor &amp; Francis Group</p> <p>Todaro, M. (1996). <i>Economic development in the third world</i>. Longman</p> <p>Blaug, M. (1987). <i>The economics of education and the education of an economist</i>. Edward Elgar Publishing Limited</p> <p>Gillis, M., Perkins, D.H., Roemer, M. &amp; Snodgrass, D.R.(2000). <i>Economic Development Volume A' Translation to the Greek Language: Gravani, O., Stamatakis, N., (Tsekouras, G., Editor) Athens, Greece: Tipothito Publishing .(in Greek)</i></p>
--

**Related Academic Journals**  
Economics of Education Review  
Educational Economics

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

**COURSE OUTLINE**

**(56)GENERAL**

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>KAOE70</b>	<b>SEMESTER</b>	<b>4</b>
<b>COURSE TITLE</b>	SOCIOLOGICAL AND CULTURAL APPROACHES TO CHILDHOOD AND CHILDREN'S RIGHTS		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	..		

**(57)LEARNING OUTCOMES**

**Learning outcomes**

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

*Consult Appendix A*

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

**LEVEL OF LEARNING OUTCOMES: 6**  
**AIM OF THE COURSE**

The aim of the course is the understanding of the sociological and cultural characteristics and the appropriate pedagogical management of childhood.

**LEARNING OUTCOMES**

Upon successful completion of the course, the student

At a knowledge level will be able to recall and describe:

- Sociological characteristics of childhood
- Cultural characteristics of childhood

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

- Discrimination and respect for children's diverse cultural characteristics
- Establishment of childhood as a distinct age stage with its own characteristics.
- Respect for the customs, traditions and cultures of different cultural groups.

At the competent level, the student will be able to apply the above as follows:

- Work constructively with parents and children from different cultural backgrounds.
- Utilize and promote cross-cultural interactions for the benefit of children, families and the educators themselves.
- Approach cultural concepts and carry out pedagogical activities with diverse cultural content.
- Collaborate and promote events aimed at fostering interculturality.

**General Competences**

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

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



## (58)SYLLABUS

1. Evolution of the child's societal role, aiming to examine childhood through a sociological and a historical perspective.
- 2.The necessity of studying childhood, placing it within a particular social, cultural, economic and demographic context.
- 3.The diversity of definitions regarding childhood related to historical, social, political and economic contexts, taking into account power relations both nationally and globally
- 4.Social and educational policies related to the education and training of pre-school children. The introduction of compulsory education and parental concern.
- 5.The role of the child in modern Western societies as formed through the development of a legal framework.
- 6.Children's rights and modern Western societies.
- 7.Research data: decrease in child mortality, decrease in the birth rate since the 1960s, constant decrease in the number of children per family, increase in the number of working women and consequently the necessity of delegating childcare, the increase in the attendance of young children of different socio-economic and cultural environments at early childhood education and care settings.
- 8.Forms and conditions of young children's socialisation, seen as social actors with social, cognitive, emotional and cognitive skills
- 9.Forms of education in different cultural contexts, migration, inequalities and exclusions in early childhood education and care.
- 10.Forms of education in different cultural contexts. The gender dimensions of childhood.
- 11.The 1959 United Nations formulations on the rights of the child and the 1989 Convention on the Rights of the Child at the end of the 20th century reflecting Western ideas on childhood.
- 12.With the abolition of child labour, children under the age of sixteen will not be employed in any form of productive work, contrary to ideas and practices outside the Western world.
- 13.Today, the child is at the centre of societal concerns and families and is one of the reference points for the formation of new forms of family.

## (59)TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>- Use of ICT in teaching (slides, videos, etc.)</li> <li>- Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students.</li> <li>- Use of e-mail for communication with students.</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Tutorials	70
	Interactive Activities	
	Case Studies	
	Literature Review and Analysis	80
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<b>Course total</b> <b>150</b>	
	<ul style="list-style-type: none"> <li>- Written final exams (100%) including:</li> <li>- A written examination in the form of an essay and the use of suggested literature in addition to the texts distributed.</li> </ul>	

## (60)ATTACHED BIBLIOGRAPHY

- Suggested Greek bibliography:

Aries, Ph., (1990). *Αιώνες Παιδικής Ηλικίας*. Αθήνα, Γλάρος.

Erikson, E., (1975). *Η Παιδική Ηλικία και η Κοινωνία*. Αθήνα, Καστανιώτη.

Μακρυγιάννη, Δ., (Επιμ.) ( 1997). *Παιδική Ηλικία*. Αθήνα, Νήσος.

Modgil, S., Verma, G., Mallick, K., Modgil, C., (1997). *Πολυπολιτισμική Εκπαίδευση: Προβληματισμοί – Προοπτικές*. Αθήνα, Ελληνικά Γράμματα.

Υπουργείο Εσωτερικών – Γενική Γραμματεία Επικοινωνίας (2009). *Παιδιά και ΜΜΕ: Οι ανήλικοι στον κόσμο της επικοινωνίας*. Αθήνα.

Πεχτελίδης, Γ. & Κοσμά, Υ. (2012). *Άγ(ρ)ια Παιδιά. Οριοθετήσεις της «παιδικής ηλικίας» στο λόγο*. Εκδότης: Επίκεντρο.

- *Suggested Greek bibliography:*  
 Bayne- Jardine, C. & Holly, P., (1994). *Developing Quality Schools*. London: The Falmer Press.  
 Gonzalez-Mena, J., (2008). *Diversity in Early Care and Education: Honoring Differences*. 5<sup>th</sup> Ed. London: McGraw-Hill Education- Europe.  
 Trueba, T.H., & Barnett-Mizrahi, C., (Eds) (1979). *Bilingual Multicultural Education and the Professional: From Theory to Practice*. Massachusetts: Newbury House.

## KAOE 71: Strategic Management and Educational Policy - Compulsory Elective

### COURSE OUTLINE

#### (61)GENERAL

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMIC AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	EDUCATION AND CARE AT THE EARLY CHILDHOOD		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	KAOE 71	<b>SEMESTER</b>	7th
<b>COURSE TITLE</b>	STRATEGIC MANAGEMENT AND EDUCATION POLICY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Knowledge and Skill Development		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK AND ENGLISH		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

#### (62)LEARNING OUTCOMES

##### Learning outcomes

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

Consult Appendix A

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

The main 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.

### LEARNING OUTCOMES

After the successful completion of the course, the student

At **the level of knowledge** he will be able to recall and describe:

- Educational policy models
- The development strategy and the vision for strategic planning
- The strategic changes and the quality of the educational system

At **the level of skills** it will be able to explain and draw conclusions about:

- Educational policy models
- The development strategy and the vision for strategic planning
- The strategic changes and the quality of the education system

At **the level of competence** it will be able to apply the above as follows:

- Utilizing the models for the shape of the educational policy
- Understanding the tools of strategic management in order to achieve strategic changes in the education system
- Recognizing the procedures for total quality management

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Decision-making
- Leadership
- Teamwork
- Working in an international environment
- New and Innovative Ideas (Innovation Skills)
- Creativity
- Design of Strategies

**(63)SYLLABUS**

**COURSE CONTENT**

1. Conceptual Approach to Educational Policy.
2. Sources of Policies.
3. Parameters for the Effective Implementation of an Educational Policy. Definition and Operation of the State.
4. Power and Authority.
5. Internal and External Reform.
6. Educational Policy Models.
7. Educational Policy and Supranational Organizations.
8. Organizational Structure Systems.
9. Systems of Organization of Public Administration.
10. Concentration and Decentralization.
11. Strategic Management – Conceptual Approach.
12. Strategic changes.
13. Quality and strategic management

## (64)TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face (Face-to-face teaching)	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Use of T.I.C. in face-to-face teaching (outreach slideshow)</li> <li>• Use of an electronic platform for distribution educational material and synchronous and asynchronous communication with students.</li> <li>• Use of email to communicate with students.</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Interactive exercises	30
	Case Studies	20
	Activity Team buiding	30
	Bibliography study	30
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>This module may be assessed either through written exams at the end of the academic semester or through two written assessments during the academic semester. The latter are optional. Students can be exempted from the written exams at the end of the semester only if they have taken the written assessments and passed them both with grade 5 (promotional grade). Otherwise, they are obliged to sit the written exams at the end of the semester. The dates regarding the written assessments during the academic semester will be announced by the lecturer.</p> <p>In all written assessments students either have to develop critical issues with justification from the relevant literature, or indicate whether or not a statement is true or false.</p>	

## (65)ATTACHED BIBLIOGRAPHY

<p><b>Greek-Bibliography</b></p> <p>Gravaris, D.N. &amp; Papadakis, N. (2005). Education and Educational Policy. Athens: Publications Savvalas.</p> <p>Zmas, A. (2007). Globalization and Educational Policy. Athens: Metaichmio Publications.</p> <p>Schilling, M.A. (2016). Strategic Innovation Management. Nicosia: Broken Hill Publishers.</p> <p>Terzis, N. (2010). Education policy and educational reform. 2<sup>nd</sup> Thessaloniki edition: Kyriakidis Bros.</p> <p>Tidd, J. &amp; Bessant, J. (2017). The strategic management of technological innovation. Nicosia: Broken Hill Publishers.</p> <p>Weaver, A. (2011). Educational policy and planning for a modern school. Athens: Publications Livanis.</p> <p><b>Foreign Bibliography</b></p>
---

Amason, A.C. & Ward, A. (2021). Strategic Management: From Theory to Practice. Routledge  
 Cunningham, J. & Harney, B. (2012). Strategy and Strategists. Oxford University Press.

**Scientific Magazines**

Strategic Behavior and the Environment  
 Strategic Entrepreneurship Journal  
 Strategic Management Journal  
 Strategic Change  
 Journal of Education Policy  
 Higher Education Policy

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

**COURSE OUTLINE**

**(66)GENERAL**

SCHOOL	ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD CARE AND EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	AIII72	SEMESTER	7th
COURSE TITLE	PEDAGOGICAL ENVIRONMENTS IN MUSEUMS AND CULTURAL SPACES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>		SPECIAL BACKGROUND	
PREREQUISITE COURSES:		-	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:		GREEK	
IS THE COURSE OFFERED TO ERASMUS STUDENTS		YES	
COURSE WEBSITE (URL)		<a href="https://eclass.uniwa.gr/courses/ECEC330/">https://eclass.uniwa.gr/courses/ECEC330/</a>	

## (67) LEARNING OUTCOMES

### Learning outcomes

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

*Consult Appendix A*

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

### LEVEL OF LEARNING OUTCOMES: 6

#### AIM OF THE COURSE

The design of special exhibition environments for children's audiences has over 100 years of history and has been characterised by particularly dynamic development since 1990. Pioneered by the Smithsonian Institution in 1889 and the Brooklyn Children's Museum in 1899, the international museum community is increasingly creating independent children's museums, children's museum annexes, children itineraries and islets within the main exhibition space, and ephemeral educational environments in the form of museum carts, mobile exhibition units and other types of installations, both within museums and in other community spaces (schools, hospitals, libraries, refugee centres, etc.). At the same time, theme and cultural parks and playspaces have appeared, adopting some of the successful techniques of museums, as well as sophisticated scenic environments and techniques from the world of theatre, raising strong concerns about the validity of cultural representations and their projected educational and/or recreational character.

The aim of the course is to familiarize students with the exhibition and pedagogical methods and techniques of all the aforementioned exhibition environments, in order to enable them to think critically about the pedagogical qualities that govern them. Since more and more cultural spaces are acquiring specialized exhibition spaces and accompanying educational activities for children under 4 years of age, familiarization with the characteristics of these spaces will contribute to a better preparation of the ECEC graduates for the pedagogical design and staffing of these particular environments. In addition, the course will contribute to the acquisition of more holistic knowledge as regards the creation and organization of pedagogical environments based on learning by doing and learning through objects.

#### LEARNING OUTCOMES

Upon successful completion of the course, students

At a **knowledge** level will be able to:

- identify the types of pedagogical environments developed in museums and cultural sites and distinguish their specific characteristics.
- identify the main theoretical approaches applicable to the design of learning environments in museums and cultural sites.
- understand the important role of museum educators in organising the space and supporting children and their families to make optimal use of the pedagogical environment in terms that are empowering for them.

In terms of **skills** they will be able to:

- Identify the differentiations that exist between the pedagogical environments developed in museums and cultural spaces and their commercial parallels, as well as those developed in non-museum contexts (hospitals, schools, etc.).
- apply models for analysing the pedagogical design of child-centred exhibition environments.

At the **competence** level they will be able to:

- critically analyse and evaluate the material and social organization of pedagogical environments in museums and cultural spaces, as well as the ways in which they are used by children.
- design and/or contribute to the physical and social organization of pedagogical environments in museums and cultural sites, considering the specific provisions required for infants and young children in order to achieve optimal pedagogical design.



**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma

Supplement and appear below), at which of the following does the course aim?

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

**(68)SYLLABUS**

1. The emergence of child-centred exhibition environments: historical overview, socio-cultural reasons for development. Categories of pedagogical exhibition environments. Models of child-centred design.
2. Theoretical approaches and pedagogical design criteria for creating child-centred exhibition environments. Architectural design issues.
3. Participatory design, research tools. Material and social organization of pedagogical environments. The role of the museum educator.
4. The sense of place acquired by children in the exhibition environments of museums and cultural reference sites specially designed for them. Research on children's museum perceptions. From spaces for children to spaces for children.
5. Children's museums: pedagogical environment and different categories of exhibits.
6. Children's wings, children's rooms, special exhibition areas and workshops in art museums. Special constructions and adaptations to the exhibition environment, interpretive signs, pedagogical material.
7. Children's wings, children's rooms, and special exhibition areas in science and natural history museums. Special constructions and adaptations to the exhibition environment, interpretive panels, educational material.
8. Children's wings, children's rooms, and special exhibition areas in history and culture museums. Special constructions and adaptations to the exhibition environment, interpretive panels, educational material.
9. Mobile exhibition units in non-museum spaces (schools, hospitals, refugee camps, etc.).

<p>Activity spaces and development of learning environments in libraries.</p> <p>10. Theme and cultural parks.</p> <p>11. Educational visits: application of a model for analysing pedagogical design.</p> <p>12. Educational visit: application of a model for analysing the organization and operation of the site. Ways of supporting children's 'places'.</p> <p>13. Adaptations of exhibition learning environments for children with sensory and intellectual disabilities.</p> <p>Fieldwork (Laboratory part):</p> <p>Application of models of analysis of the pedagogical design and the organization and functioning of these exhibition environments.</p> <p>Comparison of the characteristics of the pedagogical environment in different places and exercise in ways of differentiating their characteristics in order to better meet the needs of infants and young children.</p>
--

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching. Visits to Museums and cultural sites.	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>- Use of ICT in face-to-face teaching (powerpoint, videos, web pages).</li> <li>- Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students.</li> <li>- Use of e-mail for communication with students.</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	42
	Educational visits	8
	Fieldwork	20
	Study & analysis of bibliography	30
	Project	50
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written Examination with Short Answer Questions Written test with open-ended questions Written work Art interpretation Public presentation	

**(70) ATTACHED BIBLIOGRAPHY****- Suggested bibliography:**

- Bedford, L. (2014). *The Art of Museum Exhibitions. How Story and Imagination Create Aesthetic Experiences*. Walnut Creek, CA: Left Coast Press.
- Caulton, T. (1998). *Hands-On Exhibitions. Managing Interactive Museums and Science Centres*. London: Routledge.
- Ceppi, G. & Zini, M. (eds) (1998). *Children, Spaces, Relations: Metaproject for an Environment for Young Children*. Modena: Grafiche Rebecchi Ceccarelli.
- Clark, A. (2010). *Transforming Children's Spaces*. London: Routledge.
- Durbin, G. (ed.) (1996). *Developing Museum Exhibitions for Lifelong Learning*. London: The Stationery Office.
- Erdman, S. & Nhi, N. with Middleton, M. (2022). *Welcoming young children into the museum. A practical guide*. Oxon and New York: Routledge.
- Hackett, A., Holmes, R. & MacRae, C. (Eds). (2020). *Working with Young Children in Museums. Weaving Theory and Practice*. London: Routledge.
- MacLeod, S. (ed.) (2005). *Reshaping Museum Space: Architecture, Design, Exhibitions*. Oxon: Routledge.
- Piscitelli, B. & Penfold, L. (2015). Child-centered Practice in Museums: Experiential Learning through Creative Play at the Ipswich Art Gallery. *Curator: The Museum Journal* 58(3), 263-280.
- Shaffer, S. E. (2015). *Engaging young children in museums*. Walnut Creek, CA: Left Coast Press.
- Simon, N. (2010). *The participatory museum*. Santa Cruz, CA: Museum 2.0.
- Taylor, A. (2009). *Linking Architecture and Education: sustainable design for learning environments*. Albuquerque: University of New Mexico Press.

**- Related academic journals:**

Journal of Museum Education  
 Journal of Education in Museums  
 Museum & Society  
 Curator: The Museum Journal

**AIII 73: Plastic Art Creations for Early Childhood Education and Care Centers - Compulsory Elective****COURSE OUTLINE****(71) GENERAL**

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD CARE AND EDUCATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>AIII73</b>	<b>SEMESTER</b>	7th
<b>COURSE TITLE</b>	PLASTIC ART CREATIONS FOR EARLY CHILDHOOD EDUCATION AND CARE CENTERS		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Fieldwork		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			

<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	SKILLS DEVELOPMENT
<b>PREREQUISITE COURSES:</b>	-
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO
<b>COURSE WEBSITE (URL)</b>	

## (72)LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i>  <i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p><b>LEVEL OF LEARNING OUTCOMES: 6</b>  <b>AIM OF THE COURSE</b>  The aim of the course is a) to make students aware of the importance of visual expression in three dimensions for the all-round development of preschool children. b) to practice the use of the third dimension for the creation of sculptural and relief works, visual installations and environmental art.  The course offers a balanced combination of theoretical and practical knowledge to enable students to design and organise informed activities of three-dimensional visual expression for young children, with an emphasis on the use of malleable materials. Individual techniques will always be examined in the light of their pedagogical value and the most appropriate ways of enhancing children's creative expression.</p> <p><b>LEARNING OUTCOMES</b>  Upon successful completion of the course, students  At a <b>knowledge</b> level will be able to:</p> <ul style="list-style-type: none"> <li>- to know and name the concept, the means and the different types of plastic arts that use three dimensions (sculpture, plastic, ceramics, constructions, visual installations, land art/environmental art, etc.), as well as to understand their different visual and tactile qualities.</li> <li>- examine issues of art teaching and ways of enhancing children's creative expression through the third dimension in art.</li> <li>- to know the ways of working of a sculptor and to discern the specificities of the artistic approach of well-known artists.</li> <li>- to understand the different properties of materials and their impact on the production and symbolism of artistic works.</li> </ul> <p>At a <b>skill</b> level they will be able to:</p> <ul style="list-style-type: none"> <li>- observe the natural world with all their senses and derive ideas and materials for three-dimensional artistic creations.</li> <li>- Use different materials and techniques to create plastic works.</li> </ul> <p>In terms of <b>competences</b>, students will be able to:</p> <ul style="list-style-type: none"> <li>- develop activities that combine three-dimensional art media and are developmentally appropriate for</li> </ul>

young children.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Working independently
- Team work
- Decision-making
- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Design and management of visual art activities

### **(73)SYLLABUS**

1. The concept of three-dimensional art. The different genres (sculpture, plastic, ceramics, constructions, visual installations, land art/environmental art, etc.) and their pedagogical value.
2. The creation of a plastic work. Observation of the stages of the artistic process and critical commentary on typical examples.
3. Techniques of plastering and prosthetics.
4. The ceramic art.
5. Casting techniques. Plaster creations.
6. Three-dimensional creations with paper and pulp.
7. Carving techniques. Wire and metal.
8. Handicraft and architectural constructions.
9. The art of the environment, land art.
10. Art installations.
11. Three-dimensional moving art. Stop-motion technique.
12. Visit to an art museum. Designing visual activities of 3D art inspired by the exhibits.
13. Visit to art workshop, necessary equipment for art activities with preschool children that involve volume.

## (74)TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching. Visits to Museums and art exhibitions. Art Workshop.	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in face-to-face teaching (powerpoint, videos, web pages). - Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. - Use of e-mail for communication with students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Educational visits	15
	Fieldwork	15
	Art workshop	50
	Artistic creativity	30
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written Examination with Short Answer Questions Written test with open-ended questions Laboratory work Art interpretation Public presentation	

## (75)ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
- Chapman, L. H. (1978). *Approaches To Art In Education*. NY: Harcourt Brace Jovanovich Publishers.
- Epstein, A. S. & Trimis, E. (2002). *Supporting Young Artists: The Development of the Visual Arts in Young Children*. Ypsilanti, MI: High/Scope Educational Research Foundation
- Pacini-Ketchabaw, V., Kind, S. & Kocher, L. L. M. (2016). *Encounters with Materials in Early Childhood Education*. NY: Routledge.
- Park, H. & Schulte, C. M. (eds) (2021). *Visual Arts with Young Children. Practices, Pedagogies, and Learning*. NY and Oxon: Routledge.
- Schirrmacher, R. (2002). *Art and Creative Development for Young Children* (4<sup>th</sup> ed.). Albany, NY: Delmar Thomson Learning.
- Schulte, C. M. & Thompson, C. M. (Eds) (2018). *Communities of Practice: Art, Play, and Aesthetics in Early Childhood*. Switzerland: Springer International Publishing.

- *Related academic journals:*  
 Studies in Art Education  
 International Journal of Education and the Arts  
 The Journal of Aesthetic Education  
 Art Education  
 International Journal of Art & Design Education

#### AIII 74: Creative dance and improvisation - Compulsory Elective

##### COURSE OUTLINE

##### (76)GENERAL

SCHOOL	SCHOOL OF ADMINISTRATION, ECONOMICS AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND CARE IN EARLY CHILDHOOD		
LEVEL OF STUDIES	UNDERGROUND LEVEL		
COURSE CODE	ΑΠΠ74	SEMESTER	7
COURSE TITLE	CREATIVE DANCE AND IMPROVISATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	COURSE SELECTION SPECIAL INFRASTRUCTURE AND SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	RYTHMIC AND KINETIC EDUCATION		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

## (77)LEARNING OUTCOMES

### **Learning outcomes**

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

*Consult Appendix A*

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

### **PURPOSE OF THE COURSE**

To enable students to learn their anatomical capabilities – movement mechanics. To develop the flow and efficiency of the movement being expressing through dance. To enable them to incorporate these qualities into pedagogic action. To enable students to come in contact with their body through experiential exercises, to accept it and feel comfortably within it, so as to effortlessly accept the diversity of the bodies and the psyche of small children

### **LEARNING OUTCOMES**

Upon successfully completing the course the student will be able to recall and describe, on cognitive level: The theory which is associated with the act of dancing.

- The theoretical context supporting the connection of body and mind.
- The knowledge on the human body's anatomical capabilities and its ability to 'be reeducated' and to evolve through the art of dance.
- What is relevant to the understanding of the functionality of breathing.
- The knowledge on the power of contact and touch through the contact improvisation practice.
- The knowledge on the body's ability to efficiently manage physical forces both individually as in conjunction with others.
- The perception of the art of dance as a holistic process.

On the level of skills, the students will be able to explain and deduct conclusions on:

- The ways of improving contact with their body and its bodily expression.
- The body-mind connection and the embodiment.
- The use of a rich kinesiology vocabulary and the tools of the creative dance.
- The functional movement, from walking to dancing, and the ability to move and dance in contact with another body (contact improvisation).

On the level of competences, the students will be able to apply the above, as follows:

- To develop and enforce imagination and creativity.
- To be able to convey the lived experience acquired during the course.
- To be connected each with him/herself and with the others.
- To feel comfortable in the bodily contact and communication.
- To acquire confidence not only in relation to themselves, but also to the functionality of dance itself as a powerful tool for supporting the educational process.
- To convey the knowledge, skills and the ethos of the arts of Music and Dance and to apply them at the Nursery School and other venues of pre-school care with autonomy and social responsibility.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*



<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas</i>	<i>Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking ..... Others... .....</i>
<ul style="list-style-type: none"> <li>• Adapting to new situations.</li> <li>• Autonomous work.</li> <li>• Teamwork.</li> <li>• Work in international environment.</li> <li>• Work in interscientific environment.</li> <li>• Interartistic approach and research competence.</li> <li>• Creation of novel research ideas.</li> <li>• Respect to diversity and multi-culturalism.</li> <li>• Promotion of free, creative and inductive thinking</li> </ul>	

## (78)SYLLABUS

<ol style="list-style-type: none"> <li>1. Awareness of the evolutionary/experiential movement through the observation of the toddlers' developmental stages.</li> <li>2. Analyzing the stages from the lying to the standing position.</li> <li>3. Games on moving the body on different levels and in the space.</li> <li>4. Connection of the extremities with the torso and pelvis.</li> <li>5. Awareness of the spine's unity. The spine's spiral movement and its counter rotation ability.</li> <li>6. Studying the functional breathing.</li> <li>7. The support of the legs on the ground – analyzing walking.</li> <li>8. Moving into space in different ways, points of support, balancing, out of balance moving, rolling, falling.</li> <li>9. Center of gravity and individual centers of gravity of different body parts (puppets). Weightless and functional moving in the space.</li> <li>10. Managing the physical forces: inertia, balance, weight, centrifugal and centripetal forces along with another person (contact improvisation).</li> <li>11. Contact with the other individual, the power of touch, support and balancing (contact improvisation-counter balance).</li> <li>12. Movement flow: body and mind presence in the moment of dance.</li> <li>13. Creative dance, composition, improvisation.</li> </ol>
---

## (79)TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	In the classroom face-to-face and through experiential exercises.	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Lectures and Experiential Learning through participation in the exercises in the classroom. Projection of Power Point slides, use of archival audio-visual material (CD, Video). Experiential Learning through participation in the laboratory. Use of ICT: software repository, curriculum content in e-class, evaluation and self-evaluation, use of e-books in teaching and fieldwork as well as in communication with students (email).	
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	Lectures	40
	Lab exercises	50
	Artistic expression and creation	30
	Field trips	20
	Attending performances	10
	Course total	150
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p><b>CONTINUOUS EVALUATION</b></p> <p>Evaluation and self-evaluation are performed throughout the semester via lab exercises and activities carried out by the students, based on the quality of the participation (consistency, initiative, cooperation, participation in the team, progress in kinetic and expressive skills); not based on the activity's artistic adequacy.</p> <ul style="list-style-type: none"> <li>• In the <b>Theoretical</b> part of the course: With written tests, questions on elaboration on a subject, on short answers and on problem solving</li> <li>• In the <b>Practical</b> part of the course: <ul style="list-style-type: none"> <li>- With individual work</li> <li>- With team work</li> <li>- Presentation of exercises in class</li> <li>- Presentation of proposals for applying the taught content onto the activities with infants and toddlers.</li> </ul> </li> </ul> <p>Language of evaluation: Greek</p>	

## (80)ATTACHED BIBLIOGRAPHY

- Albright, A.C. (2011). Situated dancing: Notes from three decades in contact with phenomenology. *Dance Research Journal*, 43(2), 7-18.
- Feldenkrais, M. (1995). The elusive obvious. In D. H. Johnson (Ed.), *Bone, Breath and Gesture: Practices of embodiment* (pp. 137-147), Berkeley: North Atlantic Books.
- Novack, C.J. (1990). *Sharing the dance: Contact improvisation and American culture*. Madison, Wisconsin: The University of Wisconsin Press.
- Paxton, S. (1972). *Chute*, video. Retrieved January 17, 2017 from <https://www.youtube.com/watch?v=9FeSDsmleHA>.
- Thomas, H. (2003). *The body, dance and cultural theory*. New York: Palgrave Macmillan.
- Todd, M.E. (1997). *The thinking body*. London: Dance Books (1<sup>st</sup> publication in 1937).
- Tufnell, M. & Crickmay, C. (2001) *Body Space image: Notes about Improvisation and Performance*. (1<sup>st</sup> publication in 1990).

## 8<sup>th</sup> SEMESTER

### IIAI 63 : Professional Ethics and Policy - Compulsory Elective

#### COURSE OUTLINE

#### (81)GENERAL

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATED		
<b>COURSE CODE</b>	PAI63	<b>SEMESTER</b>	H
<b>COURSE TITLE</b>	PROFESSIONAL ETHICS AND POLICY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL KNOWLEDGE SPECIALISATION		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

## (82) LEARNING OUTCOMES

### **Learning outcomes**

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

*Consult Appendix A*

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

**LEVEL OF LEARNING OUTCOMES: 6**

### **PURPOSE OF THE COURSE**

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

### **LEARNING OUTCOMES**

On successful completion of the course the student will,

A) in terms of knowledge, the student will be able to:

- identify the basic principles, values and rules of the profession of early childhood educator
- describe the objectives and working methods of the profession
- understand the historical constitution of the profession
- to recognize the parameters of the transformation of the professional as a result of the circumstances of the situation
- understand and appreciate professional responsibility towards children, parents, colleagues and stakeholders

B) at the level of skills, they will be able to:

- interpret the evolution over time of the requirements of his/her profession
- distinguish the different manifestations in the personal theory of colleagues and interpret them
- identify the forms and ways of working and relate them to the wider socio-political context
- appreciate the usefulness of action research in his/her professional field
- discovering the value of collective action and adopting it

C) At the level of competences, they will be able to:

- handle research literature in relation to his/her professional identity
- organize his/her knowledge and synthesize it critically in the course of his/her professional activity
- define his/her rights and obligations, as well as the rights and obligations of his/her colleagues, fostering a climate of trust and mutual respect.
- to work autonomously and responsibly and to be able to solve problems arising in the workplace.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

### (83)SYLLABUS

(3) COURSE CONTENT	
1.	Professional identity, role, competences and rights of the early childhood educator
2.	Forms and working relationships. Business and employment relationship
3.	Integration into the profession. Harmonization and performance practices
4.	Forms of Mentoring
5.	Communication skills of interpersonal professional
6.	Institutional communication. Case studies
7.	The challenges of co-teaching - Collectivity and autonomy.
8.	The value of collective action.
9.	Networking with the local community - Cultural pluralism
10.	Feminist approaches to the professional role - The integration of men
11.	The ethics of care - Ethical problems and dilemmas in practice
12.	Day nurseries as democratic learning communities
13.	Transformation and professional development of educators

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face and remote	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Power Points, videos, other supervisory material	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Interactive teaching	20
	Study and analysis of literature	30
	Study preparation	30
	Writing a paper	30
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	- Written assignment (30% of the total grade) - Written examination (70% of the total grade)	

#### (85)ATTACHED BIBLIOGRAPHY

##### **Greek Language**

- Banks, S., Χατζηφωτίου Σεβαστή (επιμ.) (2015). *Ηθική και Αξίες στην Κοινωνική Εργασία*. Gutenberg. Αθήνα.
- Hargreaves, A., & Fullan, M., (1995). *Η εξέλιξη των εκπαιδευτικών*. Αθήνα: Πατάκη.
- Hargie, O., (1995). *Δεξιότητες Επικοινωνίας*. Αθήνα: Sextant.
- Goffman, E., (1996). *Συναντήσεις: Δύο Μελέτες στην Κοινωνιολογία της Αλληλεπίδρασης*. Επ. Μακρυγιάννη Δ. Αθήνα: Αλεξάνδρεια.
- Κούρτη, Ε., (1995). *Διαπροσωπική Επικοινωνία: Θεωρητικές Προσεγγίσεις*. Αθήνα: Μάγια.
- Κυπριανός Π., & Μουτσένια Ε. (Επιμ.) (2021) *Πέρα από την Ποιότητα - Γλώσσες αξιολόγησης στην Προσχολική Αγωγή*. Αθήνα: Gutenberg.
- Dahlberg G., Moss P. & Pence A. *Beyond Quality in Early Childhood Education and Care – Languages*

*of Evaluation*. Routledge. London and New York.

Μουσέννα Ε. (2021). *Επικοινωνία και Προφορικότητα στην Εκπαίδευση: Προγράμματα και Παιδαγωγικές Πρακτικές*. Αθήνα: Gutenberg.

Μουσέννα, Ε., (2011). Πλαίσιο επικοινωνίας και συνεργασίας μεταξύ εκπαιδευτικών και γονέων στην προσχολική αγωγή, στο: Γούπος, Θ., (επιμ.) *Προσεγγίσεις και πρακτικές για τη σχολική τάξη και το εκπαιδευτικό έργο*. σελ. 171-180. Αθήνα: Εκδόσεις Σύγχρονοι Ορίζοντες.

Ράπτης, Ν., Ψαράς, Χ., (2015). *Η Συνεργατική ηγεσία στην εκπαίδευση*. Αθήνα: Διάδραση.

Φρυδάκη, Ε., (2015). *Η επαγγελματική ταυτότητα του εκπαιδευτικού και το μέλλον της διδασκαλίας*. Αθήνα: Εκδ. Κριτική.

#### **Foreign Language**

Kaga, Y., Benett, J., Moss, P., (2010). *Caring and Learning Together, A cross-national study on the intergration of early childhood care and education within education*. Paris, UNESCO.

Miller, C. & Cable, C. (Eds) (2010). *Professionalization, Leadership and Management in the Early Years*. London: Sage.

Mousena, E. (2021). Pluribus vs Unum as Values in Citizenship Education. In Ruby M., Angelo-Rocha, M., Hickey, M., and Agosto, V. Charlotte (Eds) *Making A Spectacle: Examining Curriculum/Pedagogy as Recovery from Political Trauma* (pp. 49-64). NC: IAP– Information Age Publishing.

Mousena E. & Raptis N., (2020). Beyond Teaching: School Climate and Communication in the Educational Context, in: Waller, L. (Ed.) *Education at the Intersection of Globalization and Technology*. pp. 153-169. Intech Open. DOI: <http://dx.doi.org/10.5772/intechopen.93575>

Mousena, E., & Sidiropoulou, T., (2018). Oral Communication Skills and Pedagogy, in: Cavero B. O. & Calvet L. N., *New Pedagogical Challenges in the 21st Century*. pp. 231-247. InTechOpen. Print ISBN: 978-1-78923-380-3. Online ISBN 978-1-78923-381-0  
<http://dx.doi.org/10.5772/intechopen.70831>

Mousena, E., & Varnava –Skoura, G., (2016). Report sul sistema educativo della prima infanzia in Grecia, pp 55-66, in: Enea Nottoli (ed.) *Q2, Lo 0-6 in Europa, un viaggio nell' infanzia*. Zeroeip Edizioni.

Sarason, B. S. (1982). *The Culture of the School and the Problem of Change*, 2<sup>nd</sup> Ed., Boston: Allyn and Bacon.

Vandenbroeck, M., Urban, M., & Peeters, J., (2016). *Pathways to Professionalism in Early Childhood Education and Care (Towards an Ethical Praxis in Early Childhood)*. London: Routledge.

Weldon, L.L. (1971): *Conflicts in our Schools*. Columbus, Ohio: A Bell & Howell Company.

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

Education & Culture  
The Journal of School & Society  
Children & Society  
International Journal of Education Policy & Leadership  
European Early Childhood Research Journal  
Early Education Journal  
Early child development and care  
Early Childhood Research Quarterly  
Contemporary Issues in Early Childhood  
Compare: A Journal of Comparative and International Education

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

### **COURSE OUTLINE**

#### **(86)GENERAL**

<b>SCHOOL</b>	Administrative, Economics and Social Sciences		
<b>ACADEMIC UNIT</b>	Early Childhood Education and Care		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	ΠΑΙ76	<b>SEMESTER</b>	8 <sup>th</sup>
<b>COURSE TITLE</b>	Research and implications for practice in early childhood		

<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	N/A		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC323/">https://eclass.uniwa.gr/courses/ECEC323/</a>		

### (87) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li><i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li><i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li><i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>LEVEL OF LEARNING OUTCOMES: 6</p> <p>PURPOSE OF THE COURSE</p> <p>The purpose of this course is to provide students with an in-depth understanding of the importance of the research process in practice and how through scientific data they can explore dominant issues and concerns surrounding the development and education of young children, debunk myths, eliminate stereotypes and contribute to the promotion of pedagogical practice.</p> <p>Upon successful completion of the course, students will</p> <p>At the knowledge level will be able to:</p> <ul style="list-style-type: none"> <li>- Describe and identify the appropriate characteristics of a scientific investigation.</li> <li>- Identify sources of contemporary pedagogical research.</li> <li>- Learn to use/organize bibliographic citation systems as part of their professional/academic identity.</li> <li>- To understand the complexity of pedagogical issues and the necessity of scientific support in finding solutions.</li> <li>- To learn to recognise false/incorrect information and unsubstantiated opinions published on social networks/blogs/websites etc.</li> </ul>



- To understand the importance of continuous professional development on issues related to their profession.

In terms of skills they will be able to:

- Conduct short literature reviews.
- To critically adopt new pedagogical theories and methods based on in-depth studies.
- Judge contemporary research not only in terms of its methodology and design but also in terms of its ethics, the benefits it will bring to the pedagogical community and the impact it will have on the advancement of pedagogical science.

In terms of competences they will be able to:

- Promote a culture of continuous improvement and lifelong learning among the group of educators with whom they work.
- Inform parents and all stakeholders around the findings of current research and suggest changes/improvements in the pedagogical practice of the early childhood settings.
- Build their own website/journal with their findings around an important topic and/or submit an abstract to a Greek or International conference/journal on early childhood education.
- Evaluate/research and make sound decisions around laws, ministerial decisions, curricula, and other proposals related to pedagogical practice in Greece and internationally and be able to make their critique based on empirical evidence and theories.
- Promote change and progress in pedagogical practices.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Adapting to new situations
- Decision making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Showing social, professional and ethical responsibility and

sensitivity to gender issues

- Criticism and self-criticism
- Production of free, creative and deductive thinking.

## **(88)SYLLABUS**

1. What we know about educational research/research with young children in Greece and worldwide? The importance of research in developing and improving the professional and scientific identity of early childhood educators. Reference systems - APA 7.
2. Ethics, social equity and children's/parents' rights in pedagogical research.
3. The early childhood educator as a researcher/observer/evaluator explores and debunks the following 'myths and stereotypes' and answers critical questions: "Are we born or are we made?": the perpetual battle of biology/nature vs environment/nurture
4. "Do numbers tell the truth?": if not proven by numbers/statistics, is it not true?
5. "Young children can't do this, it's beyond their developmental stage": what can and can't young children learn?
6. "Girls are good at drawing and boys are good at blocks": is learning based on gender?
7. "Boys can't play with dolls in the dollhouse": should we have 'gendered' centres in the nursery?
8. "Seven and more myths about using new technologies with young children": is there an appropriate age to start playing with digital technology?
9. "The myth about learning styles": how do we learn?
10. "Templates/prototypes are useful for young children": is there a standard for imagination and creativity? Constructions and crafts in the nursery: do they all have to be the same? What is the role of the educator?: implications and reflections on our daily practices.
11. "Young children learning two (or more) languages will be confused": is bilingualism/multilingualism good or bad?
12. "He/she is still too young to learn to read and write": is there a right age for children to learn to read and write? Should it be a basic objective of the nursery to teach children the alphabet and numbers?
13. Presentation and dissemination of research projects/results. Greek and international conferences/scientific journals of pre-school education and other ways of dissemination/presentation (e.g. social networks).

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

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face to Face	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Lectures with slides/projector, e-class material (slides, pdfs), scientific websites, videos, forums, blogs, statistics, professional software, social media, communication with students via emails.	
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i></p>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Essay writing	30
	Study and analysis of bibliography	40
	Non-directed study	40
	Course total	150
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Group work with 2 parts:</p> <p>A) (40%)</p> <ol style="list-style-type: none"> <li>1) Choosing a 'myth': literature review around the chosen 'myth' (research on children 0-5 years old or on early childhood educators)</li> <li>2) Argumentation - presentation (oral and written) for and against the 'myth' based on specific research data</li> <li>3) Posting/replying/commenting on a social network/blog related to the chosen topic/events (optional).</li> </ol> <p>B) (60%)</p> <ol style="list-style-type: none"> <li>1) Creating a blog or social network page around the topic and presenting current research data.</li> </ol> <p>or</p> <ol style="list-style-type: none"> <li>2) Systematic literature review on the topic for the purpose of submitting an abstract to a scientific conference on early childhood education. Abstract writing.</li> </ol> <p>Identified assessment criteria are stated and accessible by students in e-class.</p>	

## (90) ATTACHED BIBLIOGRAPHY

### - Suggested bibliography:

- Cohen, L., Manion, L., & Morrison, K. (2017) (8th ed.). *Research methods in education*. Routledge.
- Clements, D. H., & Sarama, J. (2018). *Myths of early math*. *Education Sciences*, 8(2), 71.
- Genesee, F. (2015). Myths about early childhood bilingualism. *Canadian Psychology/Psychologie Canadienne*, 56(1), 6.
- Grieshaber, S., & Cannella, G. S. (Eds.). (2001). *Embracing identities in early childhood education: Diversity and possibilities*. Teachers College Press.
- Hawley, P. H. (2016). Eight myths of child social development: An evolutionary approach to power, aggression, and social competence. In *Evolutionary perspectives on child development and education* (pp. 145-166). Springer.
- Kim, S., & Plotka, R. (2016). Myths and Facts Regarding Second Language Acquisition in Early Childhood: Recommendations for Policymakers, Administrators, and Teachers. *Dimensions of Early Childhood*, 44(1), 18-24.
- Konstantoni, K., & Kustatscher, M. (2016). Conducting ethnographic research in early childhood research: questions of participation. *The SAGE handbook of early childhood research*, 223-239.
- Lykomitrou, S., & Avgitidou, S. (2014). Dialogical practices in education: A collaborative action research. *Action research in education*, 5, 91-111.  
[http://www.actionresearch.gr/AR/ActionResearch\\_Vol5/i5p6.pdf](http://www.actionresearch.gr/AR/ActionResearch_Vol5/i5p6.pdf)
- Lindqvist, G. (1996). The aesthetics of play. A didactic study of play and culture in preschools. *Early years*, 17(1), 6-11.
- McClure, M. (2011). Child as totem: Redressing the myth of inherent creativity in early childhood. *Studies in Art Education*, 52(2), 127-141.
- Mac Naughton, G., Rolfe, S. A., & Siraj-Blatchford, I., (2010). *Doing early childhood research. International perspectives on theory and practice*. Allen & Unwin.
- Nilsson, M. E. (2009). Creative pedagogy of play—The work of Gunilla Lindqvist. *Mind, Culture, and Activity*, 17(1), 14-22.
- Nilsson, M., & Ferholt, B. (2014). Vygotsky's theories of play, imagination and creativity in current practice: Gunilla Lindqvist's "creative pedagogy of play" in US kindergartens and Swedish Reggio-Emilia inspired preschools. *Perspectiva*, 32(3), 919-950.
- Parnell, W., & Iorio, J. M., (2016). *Disrupting early childhood education research. Imagining new possibilities*. Routledge.
- Perlmutter, G. (2004). Fact and Fantasy: Eight Myths About Early Childhood Education and Care. *Canadian Review of Social Policy*, (53), 190.
- Plowman, L., & McPake, J. (2013). Seven myths about young children and technology. *Childhood Education*, 89(1), 27-33.
- Rouvali, A., & Riga, V. (2019). Redefining the importance of children's voices in personal social emotional development curriculum using the Mosaic Approach. *Education 3-13*, 47(8), 998-1013.
- Velasco, M. L., Berckmans, I., O'Driscoll, J. V., & Loots, G. (2014). A visual narrative research on

photographs taken by children living on the street in the city of La Paz–Bolivia. *Children and Youth Services Review*, 42, 136-146.

-Related Academic Journals

Educational Researcher

Contemporary issues of early childhood

Action Research in Education

Journal of teacher education

Research in education journal

## IIAI 77: Sustainability and Environmental Education - Compulsory Elective

### COURSE OUTLINE

#### (91)GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	Department of Early Childhood Education and Care		
<b>LEVEL OF STUDIES</b>	Undergraduate Studies		
<b>COURSE CODE</b>	IIAI77	<b>SEMESTER</b>	H
<b>COURSE TITLE</b>	Sustainability and Environmental Education		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	-		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

#### (92)LEARNING OUTCOMES

**Learning outcomes**

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

*Consult Appendix A*

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

**LEVEL OF LEARNING OUTCOMES: 6****PURPOSE OF THE COURSE**

The course aims to introduce to students the aims and objectives of education for sustainable development and environmental education. Specifically, students will understand the ways of interaction of the biophysical and socio-cultural environment, be aware of the tremendous environmental problems and challenges and raise awareness of how they can act as educators to enhance the sustainable coexistence of man and nature.

**LEARNING RESULTS**

After the successful completion of the course, the students

At **knowledge** level, they will be able to:

- Be aware of urgent contemporary environmental problems (local and global)
- Understand basic ecological concepts and terms

At **skill** level, they will be able to:

- Design, implement and evaluate environmental education programs for preschool children
- To adapt various educational materials of Environmental Education to preschool education

At **competences** level, they will be able to:

- Selectively develop collaborations with non-governmental environmental organizations, the local municipality as well as with Environmental Education Centers (KPE)
- Interpret and support local actions of environmentally friendly behaviour

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Working independently
- Team work
- Decision-making
- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

### (93)SYLLABUS

1. Basic ecological concepts and terms. Environment concept. Modern environmental problems at the national and international level.
2. Ecological movement. Non-governmental organizations and their role.
3. Concepts, definitions and philosophy of Environmental Education.
4. Leading international conferences on Environmental Education.
5. Objectives, dimensions and guiding principles of Environmental Education.
6. Concept of Sustainable Development. Individual, local, national, regional and international actions.
7. Sustainability Education. Concept, content, goals, integration in the education system.
8. Ecological movement and Environmental Education in Greece.
9. Environmental Education Centers (KPE). Organization and operation in Greece.
10. Pedagogical methods of application of Environmental Education. Interdisciplinarity, multidisciplinary, project method, systemic approach and more.
11. Identification and study by the students of environmental problems of the local community who live, work or carry out their internship.
12. Presentation of implemented Environmental Education programs to preschool children and their evaluation.
13. Study and implement an Environmental Education program with one of the above methods in preschool children.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face, Visits to Museums and Exhibitions, on-site exercises.	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Use of ICT in lifelong teaching (slide shows, videos, web pages).</li> <li>• Use of the electronic platform for distribution of educational material and synchronous and asynchronous communication with students.</li> <li>• Use of e-mail to communicate with students.</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	70
	Interactive teaching	20
	Study and analysis of bibliography	30
	Educational visits	30
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Course total	
	<b>150</b>  Final written examination (100%) which includes: <ul style="list-style-type: none"> <li>• Multiple choice questionnaires</li> <li>• Short-answer questions</li> </ul>	

#### (95)ATTACHED BIBLIOGRAPHY

<i>Suggested bibliography:</i> Αθανασάκης, Α., Κούσουρης Σ, Θ., (1987) <i>Οικολογική Παιδεία και Περιβαλλοντική Αγωγή</i> , Αθήνα, Μπουκουμάνης. Βαλκανάς, Γ., (1985), <i>Οικολογία</i> , Αθήνα, Παπαζήσης. Bartl, Α.,-Bartl, (1999) <i>Περιβαλλοντικά παιχνίδια</i> , Αθήνα, Κορφή. Γεωργόπουλος, Α., - Τσαλίκη, Ε., (1993) <i>Περιβαλλοντική Εκπαίδευση</i> , Αθήνα, Gutenberg. Γεωργόπουλος, Α., - Τσαλίκη, Ε.,(χ.Χ.). <i>Γη: ένας μικρός εύθραυστος πλανήτης</i> , Αθήνα, Gutenberg. Chauvel, D.,-Chauvel, P., (1998) <i>Παιδαγωγική και περιβάλλον</i> , Αθήνα, Τυπωθήτω. Μπουροδήμας, Ε., (1995), <i>Υδροσφαίρα και οικολογική κρίση, θαλάσσια ρύπανση στον Ελληνικό</i>
---



χώρο, στα *Επιλεγμένα θέματα διαχείρισης περιβάλλοντος* του Μουσείου Φυσικής Ιστορίας Γουλανδρή, Αθήνα, σελ. 15-44  
 Σκορδύλης, Α., (1991), Η εφαρμογή των μελετών εκτίμησης περιβαλλοντικών επιπτώσεων - Όρια προβληματισμού, *Βαλκανικό Περιφερειακό Σεμινάριο ΤΕΕ Παγκόσμια Ομοσπονδία των οργανώσεων των μηχανικών*, Αθήνα.  
 Σκορδύλης, Α., (1995), *Υγειονομική ταφή των απορριμάτων*, Αθήνα.  
 Φλογαΐτη, Ε., (1993) *Περιβαλλοντική Εκπαίδευση*, Αθήνα, *Ελληνικές Πανεπιστημιακές εκδόσεις*.

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

### COURSE OUTLINE

#### (96)GENERAL

<b>SCHOOL</b>	Of Administrative, Economics and Social Sciences		
<b>ACADEMIC UNIT</b>	Early Childhood Care and Education		
<b>LEVEL OF STUDIES</b>	Undergraduate		
<b>COURSE CODE</b>	ΠΑΙ 78	<b>SEMESTER</b>	8
<b>COURSE TITLE</b>	Infant and young children's learning. From theory to practice.		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
<b>PREREQUISITE COURSES:</b>	NON		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	..		

#### (97)LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li><i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li><i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li><i>Guidelines for writing Learning Outcomes</i></li> </ul>
--

**LEVEL OF LEARNING OUTCOMES: 6**

The aim of the course « Infant and young children's learning: From theory to practice» is to familiarize students with and understand the influence of theory on practice and the theoretical approach to education in the creation of models of education and consequently in the implementation of pedagogical practices with infants and young children. Also to understand and realize that the theoretical approach of each model of education dictates the position of the young child in the educational process, the role of the educator, the goals, the practical application, as well as the actions and interactions.

After the successful completion of the course the student

At a knowledge level they will be able to recall and describe:

- Models of Education, Methods and Theoretical Approaches to the Education of Infants and Young Children in different countries.
- The main characteristics of pedagogical models and different approaches.
- Pedagogical practices arising from the various models and approaches to education.

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

- The relationship between theoretical approach and pedagogical practices with infants and young children.
- The characteristics of the different models and how they define the position of the child, the role of the educator and the goals of education.
- The theoretical background of various pedagogical practices for infants and young children.

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

- To recognise the differences in pedagogical practices resulting from the various pedagogical models, pedagogical approaches and various pedagogical methods in order to make the most of them for the benefit of the child.
- To approach the various pedagogical approaches with a critical attitude in order to choose by analysing all aspects with a focus on the child.
- Manage theoretical knowledge data and theorise practical knowledge.
- Collaborates effectively with members of the pedagogical team who espouse different theoretical pedagogical approaches in order for children to live and experience a calm, stable and coherent climate in educational settings.

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

## (2) SYLLABUS

### CONTENT OF THE COURSE

1. Theory and Practice in Education: Definitions. Relationship between theory and practice.
2. The education of infants and young children in the international environment
3. Methods and approaches to the education of infants and young children derived from the theories of Behaviourism, Psychoanalysis, maturation theory and interaction theory.
4. Pedagogical approaches and models of education: Open and closed models of education. The role of the educator, the position of the young child, goals, actions, interactions, and the process of education in each of them.
5. Intermediate models of infant and young child education and other approaches.
6. The infant and the young child in the light of neuroscience and applications to pedagogy.
7. The contribution of psychoanalytic and neo-psychoanalytic approaches to the pedagogy of young children.
8. The Emmi-Pikler method - Objectives and basic principles, the role of the infant and young child in his/her education and the role of the educator.
9. Loczy's paradigm and its application to various treatment structures.
10. The influence of the studies of T. B. Brazelton, B. Crammer, D. Stern, M. Harris and Esther Bick, C. Trevarthen in shaping pedagogical practices with infants.
11. From pediatrics to psychoanalysis. Winnicott and Françoise Dolto.
12. The influence of Françoise Dolto's ideas on the education of infants and young children. "The Green House (la maison verte) in France - Our Big House in the Municipality of Athens.
13. Transitional objects: Winnicott's theory, their importance for the child and their usefulness in the nursery.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in face-to-face teaching (slides and videos) - Use of an electronic platform for the distribution of educational material and synchronous and asynchronous communication with students. - Use of e-mail for communication with students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	50
	Study and analysis of bibliography	30
	Study and analysis of audio-visual material	40
	Independent study	30
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written exam at the end of the semester with short development questions, case study analysis, multiple choice questions, problem solving.	

### (4) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Greek-language bibliography</p> <p>Ansermet, F. &amp; Magistretti, P. (2016). Τα ίχνη της εμπειρίας. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.</p> <p>Ciffali, M.- Imbert, F. (2005). <i>Ο Freud και η Παιδαγωγική</i>. (Μτφ. Β. Παύλου). Αθήνα: Τυποθήτω-Γιώργος Δαρδανός.</p> <p>Conkbayir, M. &amp; Pascal, C. (2019). <i>Εισαγωγή στις Κλασικές και Σύγχρονες Θεωρητικές Προσεγγίσεις στην Προσχολική Αγωγή</i>. (Επιμ. Ε. Κάκουρος &amp; Ε. Μουσένα. Μτφ. Α. Γρίβα). Αθήνα: Gutenberg.</p> <p>Crehan, L. (2019). <i>Φιντόρια ευφυΐας. Ένα ταξίδι στα καλύτερα εκπαιδευτικά συστήματα του κόσμου</i>. (Μτφ. Μ. Παπαηλιάδη). Ηράκλειο. Πανεπιστημιακές εκδόσεις Κρήτης.</p> <p>Dolto, F. (1995). <i>Σεμινάριο Ψυχανάλυσης Παιδιών, Τόμος Α'.</i> (Μτφ Ε. Κούκη). Αθήνα: Εστία.</p>
--

Dolto, F. (2000). *Ψυχανάλυση και Παιδιατρική*. (Μτφ Σ. Λεωνίδη.) Αθήνα: Καστανιώτη.

Filloux, J.-C. (2011). *Παιδαγωγική και Ψυχανάλυση*. (Μτφ. Μ. Κουνεζή). Αθήνα: Gutenberg.

Miller, A. (2020). *Για το καλό σου. Αρχή πάντων Διαπαιδαγώγηση*. (Επιμ. Κ. Αντωνίου. Μτφ. Ε. Μαυρομάτη). Αθήνα: Ροές.

Roorpnarine, J.L. & Johnson, J. E. (2019). *Ποιοτικά Προγράμματα για την εκπαίδευση της πρώιμης παιδικής και νηπιακής ηλικίας*. (επιμ. Μ. Κόνσολας & Ν. Ανδρεαδάκης. Μτφ. Τ. Αρβανίτη-Παπαδοπούλου). Αθήνα: Παπαζήση.

Βίννικοτ, Ν. (2002). *Από την παιδιατρική στην ψυχανάλυση*. (Μτφ. Θ. Χατζόπουλος). Αθήνα: Καστανιώτη.

Κουγιουμπζάκης, Γ.-Κουλουφάκος, Γ. (επιμέλεια). (2016). *Το συν της συγκίνησης. Ψυχολογία εμβρύων, βρεφών και νηπίων*. Ηράκλειο. Πανεπιστημιακές εκδόσεις Κρήτης.

Κουγιουμπζάκης, Γ. (επιμ.) (1992). *Πρόοδος στην αναπτυξιακή ψυχολογία των πρώτων χρόνων*. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.

Κούκη, Ε. & Παναγίδου, Δ. (2019). *Δομές υποδοχής του μικρού παιδιού στον κοινωνικό χώρο. Το μεγάλο μας Σπίτι (Αθήνα) και το Πράσινο Σπίτι συνομιλούν*. Πρακτικά της Διημερίδας του Σωματείου Το Μεγάλο μας Σπίτι 4 και 5 Μαΐου στην Αθήνα. Αθήνα: Κουκκίδα.

Μιλλέρ, Α. (2003). *Οι φυλακές της παιδικής μας ηλικίας*, Αθήνα: Εκδόσεις Ροές.

Μοκό, Ζ. (1997). *Ψυχανάλυση και Εκπαίδευση*. (Μτφ. Ν. Παπαγιάννη). Αθήνα: Καστανιώτη.

Μπράζελτον, Μπ., Κράμερ Τζ-Μπ., (2009) *Η πρώτη, πρώτη σχέση: Γονείς, βρέφη και το δράμα του πρώιμου δεσμού*. (Επιμ. Γ. Αμπατζόγλου & Ζ. Παπαληγούρα-Ράλλη). Αθήνα: Παπαζήση.

Ντολτό, Φρ. (1993). *Μεγαλώστε σωστά το παιδί σας*. (Επιμ. Δ. Τσαρμακλή. ΜτφΑ. Σίνη & Δ. Τσαρμακλή). Αθήνα: Εκδόσεις Γιαλλελή.

Στέρν, Ν., (1998). *Η πρώτη σχέση: Μητέρα και βρέφος*. (Μτφ. Α. Κελεσίδη). Αθήνα: Κουτσομπός

*Foreign language bibliography:*

Brazelton, T.-B.- Cramer, B.-Kreisler, L.-Schappi, R. -Soulé, M. (1989). *La dynamique du nourrisson*. Paris : ESF.

David, M.- Appell, G. (1973/ 1996). *Loczy ou le maternage insolite*. Paris : CEMEA scarabée.

Lebovici, S.- Soulé, S. (1970/1995). *La connaissance de l'enfant par la psychanalyse*. Paris : PUF.

Dolto, F. (1995). *Tout est langage*, Paris : Editions Gallimard.

Harris-Williams, M. (sous la direction) (1998). *Les écrits de Martha Harris et d'Esther Bick*, Larmor-Plage : Editions du Hublot.

Lalonde-Graton, M. (2005). *Fondements et pratiques de l'éducation à la petite enfance*, Québec : Editions Presses de l'Université du Québec.

Pikler, E. (1979). *Se mouvoir en liberté dès le premier âge*, Paris, P.U.F.

Pikler, E. et Tardos A. (2017). *Grandir autonome*, Toulouse : Erès. Stern, D. (2004). *Le journal d'un bébé*, Paris : Odile Jacob.

Stern, D. (1989). *Le monde interpersonnel du nourrisson*. Paris: P.U.F.

Rasse, M. et Appel, J.-R. (sous la direction). (2017). *L'approche pikléienne en multi-accueil*. Toulouse : Erès.

*- Related academic journals:*

Enfance

Revue Française de Pédagogie

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

### COURSE OUTLINE

#### (98)GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΠΑΙ79	<b>SEMESTER</b>	7

COURSE TITLE	PEDAGOGICAL PRACTICES AND THE WELL-BEING OF THE CHILD		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	3	5	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialized general knowledge, skills development</i>	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	..		

## (99) LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<b>LEVEL OF LEARNING OUTCOMES: 6</b> <b>AIM OF THE COURSE</b> <p>The aim of the course is a) for the students to understand the important role of children's well-being in early childhood as a key factor for their well-rounded development b) to understand how they can contribute to the promotion of child well-being through ECEC programs and c) for the students to be able to create quality programs and follow pedagogical practices that focus on the promotion of the well-being of infants and young children.</p> <p><b>LEARNING OUTCOMES</b></p> <p>Upon successful completion of the course, the student will</p> <p>At a knowledge level be able to recall and describe:</p> <ul style="list-style-type: none"> <li>- key factors that contribute to a child's well-being</li> <li>- key principles for safeguarding and promoting the well-being of children</li> <li>- the importance and contribution of child well-being programs in providing quality early childhood education and care services for children</li> <li>- the long-term and short-term goals of early childhood education and care and how they may affect</li> </ul>

their well-being

- the basic needs, developmental characteristics and interests of young children and how meeting these contributes to children's well-being

At a skill level, be able to explain and draw conclusions about:

- the child's well-being in an educational context
- quality pedagogical programs and practices and the safeguarding and promoting child well-being
- pedagogical practice principles and their implementation for the promotion children's well-being and holistic development

At a competent level, be able to apply the above as follows:

- organizing and implementing programs that promote children's well-being in an early childhood education and care context.
- ensuring that the most appropriate means are used to safeguard and promote children's well-being
- working with individuals and agencies in an interdisciplinary manner to promote and safeguard children's well-being

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Decision-making
- Promoting free, creative and deductive thinking
- Exercising critical and self-critical thinking
- Respect for diversity and multiculturalism
- Independent work Group work
- Demonstrate social, professional and ethical responsibility and sensitivity to gender issues
- Working in an interdisciplinary environment

## **(100) SYLLABUS**

- 1.What can be defined as a child's well-being?
- 2.The child's right to well-being. Well-being and well-rounded development
- 3.Physical, Psycho-emotional, Mental, Cognitive, Personal, Economic and Social Well-being
- 4.Factors affecting children's well-being. The well-being of infants and very young children
- 5.Objectives and outcomes of well-being
- 6.Promoting child and family well-being
- 7.The contribution of educators and their peers in promoting child's well-being
- 8.Pedagogical practices to promote child well-being in the NICU
- 9.Well-being and creativity in the ECEC centers
- 10.Child well-being and the experiences of the child in the ECEC centers
- 11.Child well-being as an indicator of quality in the ECEC centers
- 12.Interdisciplinarity and child's well-being
- 13.Cooperation and mutual support of structures and services for the well-being of children from vulnerable groups



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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (slides, videos, etc.) Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. Use of e-mail for communication with students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.            Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Tutorials	50
	Interactive Teaching	40
	Assignments	30
	Literature review and analysis	30
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	– Written final exams <ul style="list-style-type: none"> <li>• Short Answer Questions</li> <li>• Long Answer Questions</li> </ul>	

### (102) ATTACHED BIBLIOGRAPHY

- Suggested Greek bibliography:

Κορωναίου, Α., Αλεξιάς, Γ., Χιωτάκη-Πούλου, Ε., & Βάγιας, Γ. Χ. (2016). *Μια ποιοτική καταγραφή της ενημερίας παιδιών και νέων στην Ελλάδα σε περίοδο κρίσης*. *Επιθεώρηση Κοινωνικών Ερευνών*, 147(147), 75-102.

Σταλίκας Α., Γιωτσίδου Ε., Καρακασίδου Ε. (2020). *Κατακτώντας την ενημερία*. Αθήνα: Εκδόσεις Τόπος.

- Suggested International bibliography:

Barnardos (2018). *Research Review Promoting Children's Emotional Health*. [online] [http://www.barnardos.org.uk/promoting\\_children\\_s\\_emotional\\_health\\_a\\_research\\_review.pdf](http://www.barnardos.org.uk/promoting_children_s_emotional_health_a_research_review.pdf)

Bradford, H. (2012), *The wellbeing of Children under three*, Routledge.

The Children's Society. (2018). *What is Child Well-being?*. [online] <https://www.childrenssociety.org.uk/what-is-child-wellbeing>

UNICEF. (2018). *Early Childhood Development: The Key to a Full and Productive Life*. [online]  
<https://docplayer.net/15966001-Early-childhood-development-the-key-to-a-full-and-productive-life.html>

- *Related academic journals:*

Children & Society

Journal of the Association for the Care of Children's Health

International Journal of social welfare

*Journal of Social Policy*

## IIAI 80: Multilingualism in Educational Settings - Compulsory Elective

### COURSE OUTLINE

#### (103) GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD CARE AND EDUCATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE STUDIES		
<b>COURSE CODE</b>	IIAI80	<b>SEMESTER</b>	8 <sup>th</sup>
<b>COURSE TITLE</b>	MULTILINGUALISM IN EDUCATIONAL SETTINGS		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

#### (104) LEARNING OUTCOMES

**Learning outcomes**

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

*Consult Appendix A*

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

**LEVEL OF LEARNING OUTCOMES: 6****AIM OF THE COURSE**

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:

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

A) At a knowledge level:

- know the value and functions of multilingualism
- understand the linguistic potential of children in multilingual environments
- understand the value of communication in language that is different from his / her native
- describe the objectives of language cultivation

B) At skill level:

- select and prioritize goals, content and activities that support the development of language
- develop programs and activities in multilingual classrooms
- organize communicatively rich learning experiences
- support multilingualism and interculturalism

C) In terms of competences:

- justify the theoretical background of his/her choices
- handle the literature in relation to sociolinguistics
- analyze and synthesize responsibly the data of his/her choices
- support his/her choices with arguments
- Compare, evaluate data and make appropriate decisions

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

## (105) SYLLABUS

<ol style="list-style-type: none"> <li>1. Language - Society – Education</li> <li>2. Basic principles of sociolinguistics</li> <li>3. Multilingualism and cultural pluralism</li> <li>4. Language and power</li> <li>5. Native and dominant language in education</li> <li>6. Bilingualism / Multilingualism models of education</li> <li>7. Modern theories of language teaching in multilingual environments</li> <li>8. Multilingualism and early childhood - Challenges and prospects</li> <li>9. Forms and ways of supporting multilingualism</li> <li>10. Teaching and learning in multilingual classes</li> <li>11. CLIL (Content and Language Integrated Learning) Method</li> <li>12. CLIL Method in treatment and care structures</li> <li>13. Multilingualism and digital environments</li> </ol>
--

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

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face, Distance learning	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Power Point presentations, videos and other interactive teaching methods	
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	Lectures	40
	Interactive teaching	20
	Study and analysis of bibliography	30
	Research conduction	30
	Essay writing	30
	Course total	150
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> <li>• Preparation and presentation of an essay (30% of the total marks)</li> <li>• Written examination (70% of the total marks)</li> </ul>	

**(107) ATTACHED BIBLIOGRAPHY**

**- Suggested bibliography:**

**In Greek**

Androulakis, G. (2010). The attitudes of students and teachers towards multilingualism and their implications for educational policy on immigration languages. In A. Kesidou, A. Androusou & V. Tsafos (Eds.), *Immigration, multiculturalism and educational challenges: Politics - Research - Practice*, Proceedings of the Scientific Conference, Athens, 14-15 May 2010 (pp. 194-202). Thessaloniki: Hellenic Observatory for Intercultural Education and Training.

Askouni, N. (2014). Minorities and education: cultural differences and social inequalities. *Contemporary Issues*, 124, 25-32.

Baker, C. (2001). *Introduction to bilingualism and bilingual education* (Ed.: Damanakis, M.).

Gutenberg.

Banks, J. (2004) *Introduction to multicultural education*. Papazisis Publications.

Birbili, M., (2015). *Towards a Pedagogy of Dialogue*. Ed. Sophia.

Damanakis, M. (2005). *The education of repatriated and foreign students in Greece: An Intercultural Approach*. Gutenberg.

Dendrinou, V., Zouganeli Aik., and Karava, E. (2013). *Learning foreign languages in school in Greece: European Survey of Language Competences*. Athens: National and Kapodistrian University of Athens.

Available at:  
[http://opencourses.uoa.gr/modules/document/file.php/ENL13/Instructional%20Package/03.%20FL%20Teaching-Learning\\_GR/ESLC\\_GR.pdf](http://opencourses.uoa.gr/modules/document/file.php/ENL13/Instructional%20Package/03.%20FL%20Teaching-Learning_GR/ESLC_GR.pdf).

Empirikos, L., Ioannidou, A., Karantzola, E., Baltiotis, L., Beis, S., Tsitselikis, K., & Christopoulos, D. (Ed.) (2001). Linguistic diversity in Greece, *Proceedings of KEMO*. Athens: Alexandria.

Theodosiadou, K. (2015). *Teaching and otherness*. Batsioulas N. & S.

Malinowski, B. (2000). The problem of meaning in primitive languages. in: *Language and Literacy in Social Practice*, EAP: Patras.

Mercer, N. (2001). Neo-Vygotsky theory and school education. In: *Language, Literacy and Learning in Educational Practice*. EAP: Patras.

Mousena E. (2021). *Communication and Orality in Education: Programs and Pedagogical Practices*. Gutenberg. Athena.

Skourtou, E., & Kourti-Kazoulli, V. (2015). *Bilingualism and Teaching of Greek as a Second Language*. Greek Academic Electronic Textbooks and Aids. Available from: file:///C:/Users/odyss/Downloads/15523-Skourtou-KOY.pdf

Skourtou, E. (2011). *Bilingualism at school*. Gutenberg.

***In English:***

Aronin, L., & Singleton, D. (2012). *Multilingualism* (Vol. 30). John Benjamins Publishing.

Ball, J. (2010). *Enhancing learning of children from diverse language backgrounds: Mother tongue-based bilingual or multilingual education in early childhood and early primary school years*. Victoria, Canada: Early Childhood Development Intercultural Partnerships, University of Victoria.

Baker, C. & Wright, W. E. (2011). Foundations of bilingual education and bilingualism. *Multilingual matters* (6th ed.). Channel View Publications Ltd

Butler, Y. G. (2013). Bilingualism/multilingualism and second-language acquisition. *The handbook of bilingualism and multilingualism*, 109-136.

Edwards, J. (2002). *Multilingualism*. Routledge.

Trudgill, P. (2002). *Sociolinguistic Variation and Change*. Edinburgh University Press.

Tsokolidou, R. (2005). Raising Bilingual Awareness in Greek Primary Schools. *The International Journal of Bilingual Education and Bilingualism*, 8(1), 1-14.

Wilson, S. J., Dickinson, D. K., & Rowe, D. W. (2013). Impact of an early reading first program on the language and literacy achievement of children from diverse language backgrounds. *Early Childhood Research Quarterly*, 28(3), 578-592.

Wright, S. (2003). *Language Policy and Language Planning: From Nationalism to Globalization*. Palgrave Macmillan.

***- Related academic journals:***

International journal of Bilingualism  
 Developmental science  
 Journal of multilingual and multicultural development  
*Early Childhood Research Quarterly*

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

**COURSE OUTLINE**

**(108) GENERAL**

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE

<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΨΥΧ81	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	EARLY INTERVENTION		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

### (109) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>LEVEL OF LEARNING OUTCOMES: 6</p> <p>AIM OF THE COURSE</p> <p>Early Intervention consists of therapeutic programs of various specialties, provided to children from birth to the age of five and to their parents, aiming to promote the psycho-emotional health and development of children. In the context of the course, reference will be made to the different theoretical approaches and emphasis will be placed on the nature and specific characteristics of early development, which are the most vulnerable to the effects of the social environment.</p> <p>LEARNING OUTCOMES</p> <p>Upon successful completion of the course the student will be able</p> <ul style="list-style-type: none"> <li>• at a knowledge level, to recall and describe: <ul style="list-style-type: none"> <li>– Theoretical approaches to early intervention.</li> <li>– Processes that enhance or prevent the onset of neurodevelopmental disorders.</li> <li>– Features of early development that are the most vulnerable to the effects of the social environment.</li> <li>– Symptoms, etiology, course and outcome of neurodevelopmental disorders that often occur in</li> </ul> </li> </ul>

<p>infancy .</p> <ul style="list-style-type: none"> <li>- The methods of prevention and intervention of various specialties, provided to children from birth to the age of five and to their parents, in order to promote the psycho-emotional health and development of children.</li> </ul>
<ul style="list-style-type: none"> <li>• at the skills level, to explain and draw conclusions about: <ul style="list-style-type: none"> <li>- Theoretical approaches to early intervention.</li> <li>- Processes that enhance or prevent the onset of neurodevelopmental disorders.</li> <li>- Features of early development that are the most vulnerable to the effects of the social environment.</li> <li>- Symptoms, etiology, course and outcome of neurodevelopmental disorders that often occur in infancy and infancy.</li> <li>- The methods of prevention and intervention of various specialties, provided to children from birth to the age of five and to their parents, in order to promote the psycho-emotional health and development of children.</li> </ul> </li> <li>• in terms of competences, to apply the above as follows: <ul style="list-style-type: none"> <li>- It recognizes the importance of early intervention and early psychosocial prevention for the treatment of emotional and behavioral difficulties.</li> <li>- Approaches in the appropriate way preschool children and their parents, in cases where the development does not follow the expected typical course.</li> <li>- It manages (and limits) the risk factors that increase the likelihood of symptoms.</li> <li>- Collaborates effectively within a multidisciplinary team to support children with developmental difficulties and their family.</li> </ul> </li> </ul>

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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



**(110) SYLLABUS**

1. Introductory course: Prevention and Early Intervention in Mental Health.
2. The different theoretical approaches (psychodynamics, cognitive, etc.).
3. Research data from the field of neuroscience
4. The importance of early relationships for the organization of the psyche.
5. The method of psychoanalytic observation of an infant
6. Psychotherapeutic programs of early intervention in parents and infants-toddlers.
7. Early intervention programs for parents and infants-toddlers: Group early intervention programs: Parent – Toddler Groups), modeled by the Anna Freud Centre.
8. Early intervention programs in vulnerable populations.
9. Early intervention programs in a school context.
10. Early intervention program in children at high risk for the occurrence of neurodevelopmental disorders.
11. Psychopathology of Infants and Infants: Depression, Bond Disorder, Autism Spectrum Disorder.
12. Diagnostic Assessment: Diagnostic tools and Clinical assessment and the role of the multidisciplinary team.
13. Organization and implementation of an early intervention program in the community.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (slides, videos, etc.) Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. Use of e-mail for communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.          Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Tutorials	40
	Exercises - Material analysis	40
	Study and analysis of relevant bibliographic sources	20
	Independent study	50
	Total	150
	Course total	150

<p><b>STUDENT PERFORMANCE EVALUATION</b>  <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<ul style="list-style-type: none"> <li>– Written final exams at the end of the semester with open answer and multiple-choice questions (80%)</li> <li>– Observation plan (20%)</li> </ul> <p>Language of evaluation: Greek</p>
--	--

## (112) ATTACHED BIBLIOGRAPHY

- Suggested bibliography (in Greek language):

Αναγνωστάκη, Α., Λάγιου-Λιγνού, Ε. & Ναυρίδη, Α. (2019). *Ψυχαναλυτικές Παρεμβάσεις με Μικρά Παιδιά: Στην Οικογένεια και το Σχολείο*. Εκδόσεις Αρμός. Βλασσόπουλου, Μ. & Τσίπρα, Ι. (2005). *Ο Σχεδιασμός και η Εφαρμογή ενός Προγράμματος Πρώιμης Αντιμετώπισης στην Κοινότητα: Η Αμφίδρομη Σχέση Θεωρίας και Πράξης*. Στο: Αναγνωστόπουλος, Δ. & Λαζαράτου, Ε. *Εισαγωγή στην Κοινωνική Ψυχιατρική*. Β' Έκδοση. Πανεπιστήμιο Αθηνών.

Λάγιου – Λιγνού, Ε (και συν.) (2011). *Παρατηρώντας το Βρέφος: Η Μέθοδος της Ψυχαναλυτικής Παρατήρησης Βρέφους*. Εκδόσεις Καστανιώτη.

Suggested bibliography (in English language):

Anagnostaki, L., Kollia I., Layiou-Lignos, E. (2019) Implementation of a brief early intervention in times of socio-economic crisis : effects on parental stress. *Journal of Child Psychotherapy*. Volume 28 , Issue 1 : 55-70.

Balbernie, R. (2001). *Circuits and Circumstances: The Neurobiological Consequences of Early Relationship Experiences and How They Shape Later Behaviour*. *Journal of Child Psychotherapy*. Vol. 27, Issue 3: 237-255.

Baradon, T. (2005). *Psychotherapeutic Work with Parents and Infants: Psychoanalytic and Attachment Perspectives*. *Attachment and Human Development*. Vol. 4, Issue 1: 25-38.

Cramer, B. (1995). *Short – term Dynamic Psychotherapy for Infants and their Parents*. *Infant Psychiatry*. Vol. 4: 649-660.

Schore, A. J. (2001). *The Effects of Secure Attachment Relationship on Right Brain Development, Affect Regulation, and Infant Mental Health*. *Infant Mental Health Journal*. Vol. 22, Issue 1: 7-66.

Solms, M. & Turnbull, O. H. (2011). *What is Neuropsychoanalysis? Neuropsychoanalysis: An Interdisciplinary Journal for Psychoanalysis and the Neurosciences*. Vol. 13: 133-145.

Zaphiriou Woods M. & Pretorius I.M. (2016): *Observing, playing and supporting development: Anna Freud's toddler groups past and present*, *Journal of Child Psychotherapy*. DOI: 10.1080/0075417X.2016.1191202

Zaphiriou Woods, M. & Pretorius, I.M. (2010). *Psychoanalytic Parent-toddler Groups: Excursions and Returns*. London: Routledge.

- Related academic journals:

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

## COURSE OUTLINE

### (113) GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΨΥΧ82	<b>SEMESTER</b>	8
<b>COURSE TITLE</b>	<b>LIFESPAN DEVELOPMENT: ADOLESCENCE &amp; ADULTHOOD</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	DEVELOPMENTAL PSYCHOLOGY I & II		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	..		

#### (114) LEARNING OUTCOMES

##### Learning outcomes

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

Consult Appendix A

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

#### LEVEL OF LEARNING OUTCOMES: 6

##### PURPOSE OF THE COURSE

This course is the continuation of the course «Developmental Psychology II». It focuses on development from adolescence to adulthood aiming to understand how individuals develop in the most significant contexts in which they live for most of their lives (family, school, work, occupation, activities, etc.). In particular, the aim of the course is the students to acquire specific knowledge, skills and competences that are related to all areas of development (physical, cognitive, social-emotional) during adolescence (physical and cognitive development, risks threatening adolescents, diversity in development, social development and personality development [identity and interpersonal relationships: family and friends, relationships with the opposite sex, sexual behaviour]), 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 wellbeing, personality development and normal ageing, diversity in development, daily life, interpersonal relationships in late adulthood). In addition, the aim is to understand the various factors, both immediate and more distant, that influence the course of development.

##### LEARNING OUTCOMES

Upon successful completion of the course the student will be able

- at a knowledge level, to recall and describe:
  - the basic characteristics and functions of physical, cognitive-linguistic, and social-emotional development in adolescence and emerging adulthood
  - the basic characteristics and functions of physical, cognitive, and social-emotional development in early adulthood (or youth)
  - the basic characteristics and functions of physical, cognitive, and social-emotional development in middle adulthood (or middle age)
  - the basic characteristics and functions of physical, cognitive, and socio-emotional development in late adulthood (3<sup>rd</sup> and 4<sup>th</sup> age)
  - the psychological processes associated with death and bereavement
- at the skills level, to explain and draw conclusions about:
  - the basic characteristics and functions of physical, cognitive-linguistic, and social-emotional development in adolescence and emerging adulthood
  - the basic characteristics and functions of physical, cognitive, and social-emotional development in early adulthood (or youth)
  - the basic characteristics and functions of physical, cognitive, and social-emotional development in middle adulthood (or middle age)
  - the basic characteristics and functions of physical, cognitive, and socio-emotional development in late adulthood (ages 3 and 4)
  - the psychological processes associated with death and bereavement
  - the diversity of life experiences that shape the psychology of adolescents and adults until death in late adulthood.
- in terms of competences, to apply the above as follows:
  - to formulate research hypotheses on issues concerning human functioning from adolescence to late adulthood
  - to identify developmental similarities and differences in the basic characteristics and functions of physical, cognitive, and social-emotional development from adolescence to late adulthood
  - to analyse more fully the basic features and functions of physical, cognitive, and social-emotional development from adolescence to late adulthood
  - to apply research evidence regarding the characteristics and functions of physical, cognitive, and social-emotional development from adolescence to late adulthood

##### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

### (115) SYLLABUS

66. Physical and cognitive development in adolescence and the emerging adulthood phase 67. Personality development in adolescence and the emerging adulthood phase 68. Socio-cultural development in adolescence and emerging adulthood 69. Physical and cognitive development in the first adult period (adolescence or youth) 70. Personality development in the first adult period (adolescence or youth) 71. Socio-cultural development in the early adult period (adolescence or youth) 72. Physical and cognitive development in middle adulthood (middle age) 73. Personality development in middle adulthood (middle age) 74. Socio-cultural development in middle adulthood (middle age) 75. physical and cognitive development in late adulthood (3 <sup>rd</sup> and 4 <sup>th</sup> age) 76. Personality development in late adulthood (3 <sup>rd</sup> and 4 <sup>th</sup> age) 77. Socio-cultural development in late adulthood (3 <sup>rd</sup> and 4 <sup>th</sup> age) 78. Death and the course to death (the course to death and death in different phases of life, coping with death, loss and bereavement)
--

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>- Use of ICT in teaching (slides, videos, etc.)</li> <li>- Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students.</li> <li>- Use of e-mail for communication with students</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis</i>	<b>Activity</b>	<b>Semester workload</b>
	Tutorials	40
	Exercises - Material analysis	30
	Study and analysis of relevant bibliographic sources & term	40

<i>of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	paper	
	Independent study	40
	Total	150
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ul style="list-style-type: none"> <li>- Preparation of a written term paper (compulsory, 40%).</li> <li>- Written final exams at the end of the semester with open answer questions</li> </ul> Language of evaluation: Greek	

#### (117) ATTACHED BIBLIOGRAPHY

##### - Suggested bibliography:

Berk, L. (2019). *Αναπτυξιακή ψυχολογία: Η προσέγγιση της δια βίου ανάπτυξης*. Κριτική.  
 Craig, G.J., & Baucum, D. (2008). *Η Ανάπτυξη του Ανθρώπου*. Παπαζήση.  
 Dunn, W.L., & Craig, G.J. (2021). *Κατανοώντας την Ανάπτυξη του Ανθρώπου*. Παπαζήσης.  
 Feldman, R.S. (2019). *Αναπτυξιακή Ψυχολογία: Δια βίου προσέγγιση*. Τυπωθήτω.  
 Κωσταρίδου-Ευκλείδη, Α. (2011). *Θέματα Γηροψυχολογίας και Γεροντολογίας*. Πεδίο.  
 (until adolescence)  
 Berk, L. (2015). *Η ανάπτυξη των βρεφών, των παιδιών και των εφήβων*. Ίων.  
 Coleman, J.C. (2013). *Ψυχολογία της Εφηβικής Ηλικίας*. Τυπωθήτω.  
 Lehalle, H., & Mellier, D. (2009). *Ψυχολογία της ανάπτυξης – Παιδική ηλικία και εφηβεία*. Πεδίο  
 Lightfoot, C., Cole, M., & Cole, S.R. (2014). *Η Ανάπτυξη των Παιδιών*. Τυπωθήτω.  
 Shaffer, D.R. (2004). *Εξελικτική ψυχολογία – Παιδική ηλικία και εφηβεία*. Ίων.

##### - Related academic journals:

#### ΨΥΧ 83: The Digital Age and the Child - Compulsory Elective

##### COURSE OUTLINE

##### (118) GENERAL

<b>SCHOOL</b>	ADMINISTRATION, ECONOMICS & SOCIAL STUDIES
<b>ACADEMIC UNIT</b>	CONDUCT & CARE IN EARLY CHILDHOOD
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE

<b>COURSE CODE</b>	PSY83	<b>SEMESTER</b>	8 <sup>th</sup>
<b>COURSE TITLE</b>	CHILDREN IN THE DIGITAL AGE		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	10
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES (TO GREEK-SPEAKING STUDENTS)		
<b>COURSE WEBSITE (URL)</b>			

### (119) LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<b>LEVEL OF LEARNING OUTCOMES:</b> 6 <b>AIM OF THE MODULE</b> <p>The aim of the module is to familiarize students with the operation of the media. in the digital age and its impact on the lives of children, by drawing on research from the fields of Media, Cognitive, Developmental and Social Psychology. This entails familiarizing students with the parameters of children's exposure to digital media and their involvement with them, given both the parameters of social cognition and individual issues of psychological well-being and implications of the pro-social use of the media - issues of addiction, narcissism and depression are raised as a function of children and adults' coexistence with digital media, as well as opportunities to utilize them in the context of education and the development of creativity. The module aims at the practical understanding of the theses of the above approaches, both in terms of usefulness and relevance to the previous bibliographic work in which they are included, and in terms of their importance for the general understanding of the phenomena under study. In this context, case studies, presentations of theories with practical examples of their application, as well as in-depth discussions of the psychological background of communication will be used.</p> <b>LEARNING OUTCOMES</b> <p>Upon successful completion of the module the student  In terms of <b>knowledge</b>, will be able to recall and describe:</p>

- the cognitive effects of exposure and familiarity with the media
- the emotional effects of exposure and familiarity with the media
- the social effects of exposure and familiarity with the media
- the short-term, medium-term and long-term effects of the media

In terms of **skills**, will be able to explain and draw conclusions about:

- the cognitive effects of exposure and familiarity with the media
- the emotional effects of exposure and familiarity with the media
- the social effects of exposure and familiarity with the media
- the short-term, medium-term and long-term effects of the media

In terms of **capacities**, will be able to apply the above as follows:

- recognize the basic principles that govern the operation and impact of the media on children and adults
- recognize and manage negative aspects of the exposure of children and parents to the media
- distinguish between short-term, medium-term and long-term effects of the media
- manage issues arising from children's familiarity with media content as well as digital tools

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- *Adaptation to new situations.*
- *Autonomous work*
- *Teamwork*
- *Work in international environments*
- *Work in interdisciplinary environments*
- *Production of new research ideas*
- *Respect for diversity and multiculturalism*
- *Exercise criticism and self-criticism*
- *Promoting free, creative and inductive thinking*



**(120) SYLLABUS**

1. Introduction to the psychology of the media
2. Social learning in the digital age
3. Invoking emotion and processing messages during communication
4. Depictions of violence in the media
5. The peculiarities of social media and digital childhood
6. Digital media as channels of persuasion
7. Education and new technologies
8. Theory of mind & media exposure
9. Digital media and addiction
10. Digital media and creativity

## (121) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Use of ICT in face-to-face learning (slide shows and video projections).</li> <li>• Use of an electronic platform for distribution of educational material and synchronous and asynchronous communication with students.</li> <li>• Use of e-mail to communicate with students.</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Audiovisual material analysis	40
	Bibliography study and analysis	20
	Independent study	50
	<b>Module Total</b>	<b>150</b>
	Course total	
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ul style="list-style-type: none"> <li>• Written final exam at the end of the semester with open-ended and multiple choice questions (100%).</li> </ul>	
	Language of assessment: Greek	

## (122) SUGGESTED BIBLIOGRAPHY

- Kourti, E. (Ed.) (2011). *Childhood and mass media (vol. A & B)*. Athens: Herodotus / OMEP.
- Davou, B. (2005). *Childhood and the mass media: transformations of the children's predicament*. Athens: Papazisi.
- Sidiropoulou, A. (2019). *Psychological paths in the digital age: From multitasking to the multitasking of existence*. Athens: Papazisi.
- Vryzas, K. (2012). *Mass media and childhood*. Athens: Vanya.
- Christakis, N. (2016). *Psychosociology of Mass Communications*. Athens: Gutenberg.

**ΨYX 84: Developmental Neuropsychology - Compulsory Elective****COURSE OUTLINE****(123) GENERAL**

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION & CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΨYX84	<b>SEMESTER</b>	8th
<b>COURSE TITLE</b>	DEVELOPMENTAL NEUROPSYCHOLOGY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	INTRODUCTION TO NEUROPSYCHOLOGY		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

**(124) LEARNING OUTCOMES**

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<b>LEVEL OF LEARNING OUTCOMES: 6</b> <b>PURPOSE OF THE COURSE</b> <p>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</p>

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.

## LEARNING OUTCOMES

Upon successful completion of the course the student

At the level of **knowledge**, he/she will be able to recall and describe:

- Basic concepts of Developmental Neuropsychology.
- The development of brain structures during the fetal period and infancy.
- The development of brain functions during the fetal period and infancy.
- The neurobiological background of ADHD.
- The neurobiological background of ASD.
- Basic neurological diseases that occur in infants and toddlers.

At **skill** level, he/she will be able to explain and draw conclusions about:

- Basic concepts of Developmental Neuropsychology.
- The development of brain structures during the fetal period, infancy, and toddlers.
- The development of brain functions during the fetal period, infancy, and toddlers.
- The neurobiological background of ADHD.
- The neurobiological background of ASD.
- Basic neurological diseases that occur in infants and toddlers.

At the level of **ability**, he/she will be able to apply the above as follows:

- Formulates more effective education and care programs for infants and toddlers.
- Analyzes more thoroughly the behavior of typically developing infants and toddlers.
- Analyzes more thoroughly the behavior of infants and toddlers with neurodevelopmental disorders (eg ADHD, ASD).

## General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Adapting to new situations
- Working independently
- Teamwork
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative, and inductive thinking

## **(125) SYLLABUS**

1. Basic concepts of Developmental Neuropsychology - Historical background
2. Neuropsychological evaluation methods
3. The evolution of the human brain - Critical differences from higher mammals
4. Development of the CNS during the fetal period
5. Development of the CNS during infancy
6. Development of the CNS in toddlers.
7. Brain plasticity and critical period
8. Neurobiological background of ADHD
9. Neurobiological background of ASD
10. Anxiety disorders
11. Genetic disorders
12. Epilepsy
13. Metabolic diseases

## (126) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Use of ICT in teaching (slide show and video).</li> <li>• Use of an electronic platform for distribution of educational material as well as for synchronous and asynchronous communication with students.</li> <li>• Use of e-mail to communicate with students.</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Analysis of audiovisual material	40
	Study and analysis of bibliography	20
	Independent study	50
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ul style="list-style-type: none"> <li>• Written final exam at the end of the semester with open- ended and multiple-choice questions (80%).</li> <li>• Observation protocol (20%).</li> </ul> <p>Language of evaluation: Greek</p>	

## (127) ATTACHED BIBLIOGRAPHY

Greek language  
 Breedlove, M., Rosenzweig, M.R. & Watson, N.V. (2011). *Βιολογική Ψυχολογία*. Αθήνα: Παρισιάνος.  
 Fitzpatrick, G.J., Hall, D., LaMantia, W.C., McNamara, J.O. & Williams, S.M. (2009). *Νευροεπιστήμες*. Αθήνα: Παρισιάνος.  
 Kalat, J.W. (1995). *Βιολογική Ψυχολογία*. Αθήνα: Έλλην.  
 Kandel, R.E., Schwartz, H.J. & Jessell, M.T. (2011). *Νευροεπιστήμη και συμπεριφορά*. Ηράκλειο: Πανεπιστημιακές εκδόσεις Κρήτης.  
 Kandel, E.R., Schwartz, J.H. & Jessell, T.M. (2016). *Βασικές αρχές Νευροεπιστημών*. Αθήνα: Πασχαλίδης.  
 Kolb, B. & Whishaw, I.Q. (2009). *Εγκέφαλος και Συμπεριφορά* (Τόμος I & II). Αθήνα: Πασχαλίδης.  
 Neil, M.G. (2011). *Νευροψυχολογία: Εγκέφαλος και συμπεριφορά*. Αθήνα: Παρισιάνος.  
 Pinel, J.P. (2011). *Βιοψυχολογία*. Αθήνα: Ίων.

<p>Foreign language</p> <p>Anderson, V., Northam, E., &amp; Wrennall, J. (2019). <i>Developmental Neuropsychology: A Clinical Approach</i> (Brain, Behaviour and Cognition). London: Routledge.</p> <p>Glozman, J. (2013). <i>Explorations in developmental psychology. Developmental neuropsychology</i>. Routledge/Taylor &amp; Francis Group.</p> <p>Scientific magazines</p> <p>Child Neuropsychology</p>
---

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

## **COURSE OUTLINE**

### **(128) GENERAL**

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>KAOE85</b>	<b>SEMESTER</b>	8 <sup>th</sup>
<b>COURSE TITLE</b>	PROFESSIONAL DEVELOPMENT OF HUMAN RESOURCES IN EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	KNOWLEDGE SPECIALIZATION & SKILLS DEVELOPMENT		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK AND ENGLISH		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

### **(129) LEARNING OUTCOMES**

**Learning outcomes**

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

*Consult Appendix A*

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

The 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

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Team work
- Working in an international environment
- New and Innovative Ideas (Innovation skills)
- Adapting to new situations
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility



**(130) SYLLABUS**

1. Meaning, content and definition of term "professionalism"
2. Stages of professional development
3. Teacher professionalism
4. Human resources in education
5. Teachers' professional identity
6. Theories of professional identity
7. Factors influencing educators' professional identity
8. The role of teacher in modern environment
9. The professional development of teachers
10. Characteristics and factors of teaching profession
11. Professional learning and continuous professional development for teachers
12. Professional development for educators and evaluation of educational work
13. Case studies

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face – to – face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Use of ICT in teaching</li> <li>• Use of electronic platform for distribution educational material and for synchronous and asynchronous communication with students</li> <li>• Use of e-mail to communicate with students</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Interactive exercises	30
	Case studies	20
	Team building activities	30
	Study of bibliography	30
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Course examination can be done either at the end of semester with written final exam or during the semester through two written advances. Students evaluation through two written advances is optional and in order to pass the course students must achieve at least grade 5 at both of advances. It is noted that in order to participate in the second written advance students have to achieve at first advance at least a grade of 5. Otherwise, a student who failed at first advance can't participates at second advance and in order to pass the course has to participate in final exam at the end of semester. About advances and specific exam dates students will be informed by instructor.	

### (132) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p><b>Greek references</b></p> <p>Mpagakis, G. (2005) (ed.). <i>Epimorfosi kai epaggelmatikh anaptyksh toy ekpaideytikoy</i>. Athens: Metaixmio.</p> <p>Papanaoum, Z. (2003). <i>To epaggelma toy ekpaideytikoy</i>. Athens: Typothito.</p> <p><b>English references</b></p> <p>Bell, B. &amp; Gilbert, J. (1995). <i>Teacher development: A. model from science education</i>. London: Routledge.</p> <p>Clandinin, D. J. &amp; Connely, F.M. (1995). <i>Teachers' professional knowledge landscape</i>. New York: Teachers' College Press.</p>
---

Day, C. (1999). *Developing teachers: The challenges of lifelong learning*. London: Routledge.  
 Goodson, I. & Hargreaves, A. (1996). *Teachers' professional lives*. London: Falmer Press.

- *Related academic journals:*  
 Teaching and Teacher Education  
 Teachers and Teaching: Theory and Practice  
 International Journal of Management Education

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

## **COURSE OUTLINE**

### **(133) GENERAL**

SCHOOL	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION & CARE		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	KAOE 86	SEMESTER	8th
COURSE TITLE	Organization and Operation of School Libraries with New Technologies		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	3	5	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALIZED KNOWLEDGE AND SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK AND ENGLISH		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)			

### **(134) LEARNING OUTCOMES**

**Learning outcomes**

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

*Consult Appendix A*

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

**LEVEL OF LEARNING OUTCOMES: 6****LESSON PURPOSE**

This course refers to the organization and administration of school libraries. The aim of the course is to thoroughly study the usefulness of school libraries in the learning and educational process, but also the modern role they play in the transmission of information literacy, as well as their contribution to the technological modernization of school administration. In addition, the aim of the course is to determine the necessary conditions for the efficient, orderly and efficient operation of school libraries in the modern age of the Information Society.

**LEARNING RESULTS**

Upon successful completion of the course the student

At the level of knowledge he will be able to recall and describe:

- the knowledge required to understand the importance of school libraries in the learning and educational process.
- information on information literacy,
- the factors that affect the upgrade of school libraries to modern information centers.

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

- the knowledge required to understand the importance of school libraries in the learning and educational process.
- information on information literacy,
- the factors that affect the upgrade of school libraries to modern information centers.

At the skill level he will be able to apply the above as follows:

- Recognizes the importance of school libraries
- Organizes school libraries based on the needs of the school unit
- Utilizes the use of the school library in order to upgrade the quality of the educational process
- Recognizes the factors that interact with school libraries in order to contribute to improving the quality of the learning process and school administration

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

### (135) SYLLABUS

<p><b>COURSE CONTENT</b></p> <p>(27) The school as a system &amp; the efficiency factors of the school unit</p> <p>(28) Purpose, objectives &amp; legal framework of school libraries</p> <p>(29) The role of the school library in the modern school</p> <p>(30) School library functions and efficiency factors</p> <p>(31) Responsibilities &amp; roles</p> <p>(32) Building specifications</p> <p>(33) School library collections</p> <p>(34) Organization &amp; library processing of material</p> <p>(35) Ways, methods &amp; rules of access to school library material</p> <p>(36) School library information systems</p> <p>(37) The contribution of the school library to information literacy</p> <p>(38) The contribution of the school library to the school administration</p> <p>(39) School library promotion strategy</p>
--

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>• Use of ICT in lifelong learning (slide show)</li> <li>• Use of an electronic platform for distribution of educational material and synchronous and asynchronous communication with students.</li> <li>• Use of e-mail to communicate with students.</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	LECTURES	40
	AUDIOVISUAL MATERIAL ANALYSIS	20
	BIBLIOGRAPHY STUDY AND ANALYSIS	40
	INDEPENDENT STUDY	50
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The examination of the course will be done either with written examinations at the end of the semester or through two written advances during the semester. Written progress is optional and exempt as long as students have completed at least a grade of 5 in both. It is noted that in order for students to participate in the second written progress they must have completed at least a grade of 5 in the first progress. In case a student does not pass the first progress then he / she does not participate in the second and in order to pass the course he / she must participate in the written exams at the end of the semester. The dates on which the written progress will be made will be announced by the instructor.	

### (137) ATTACHED BIBLIOGRAPHY

<p><b>Greek</b></p> <p>Μαλλιαρής, Α. (2004) <i>Σχολικές βιβλιοθήκες: υπαρκτές ή ανύπαρκτες</i>; Θεσσαλονίκη: Μαλλιάρης-Παιδεία.</p> <p>Μπίκας, Γ. (2014). <i>Περί σχολικών βιβλιοθηκών</i>. Εκδόσεις Γρηγόρη.</p> <p>Ντελόπουλος, Κ. (2002). <i>Οργάνωσε την βιβλιοθήκη σου: ένας πρακτικός οδηγός για την οργάνωση λαϊκών, παιδικών, σχολικών, ιδιωτικών βιβλιοθηκών</i>. Αθήνα: Gutenberg.</p> <p>Ντελόπουλος, Κ. (2005). <i>Για τις σχολικές βιβλιοθήκες: 4+3 κείμενα από βιβλιοθηκονομική άποψη</i>. Αθήνα: Gutenberg.</p> <p>Υπουργείο Εθνικής Παιδείας και Θρησκευμάτων (2002). <i>Οδηγός σχολικών βιβλιοθηκών που δημιουργήθηκαν στο πλαίσιο του ΕΠΕΑΕΚ</i>. Αθήνα : Εθνικό Κέντρο Τεκμηρίωσης.</p> <p><b>International</b></p> <p>American Association of School Librarians, Association for Educational Communications and Technology (1988) <i>Information power: guidelines for school library media programs</i>. Chicago: American Library</p>
---

- Association, Washington, D.C.: Association for Educational Communications and Technology.
- Baule, S. M. (1999) *Facilities planning for school library media and technology centers*. Worthington, Ohio: Linworth.
- Doiron, R., Davies, J. (1998) *Partners in learning: students, teachers, and the school library*. Englewood: Libraries Unlimited
- Ellsworth, R. E., Wagener, H. D. (1968) *The school library: facilities for independent study in the secondary school*. New York: Educational Facilities Laboratories.
- Erikson, R., Markuson, C. (2001) *Designing a school library media center for the future*. Chicago: American Library Association.
- Flowers, H. F. (1998) *Public relations for school library media programs: 500 ways to influence people and win friends for your school library media center*. New York: Neal-Schuman Publishers.
- Gomberg K. C. (1987) *Books appeal: get teenagers into the school library*. Jefferson, N.C.: McFarland.
- Hartzell, G. (2003) *Building influence for the school librarian: tenets, targets & tactics*. 2nd ed. Worthington, Ohio: Linworth Pub.
- Haycock, K. (ed.) (1999) *Foundations for effective school library media programs*. Colorado: Libraries Unlimited.
- Herring, J. E. (1992) *Information technology in schools: the role of the school librarian and the teacher*. 2nd ed. London: Library Association.
- Herring, J. E. (2004) *The internet and information skills: a guide for teachers and school librarians*. London: Facet Pub.
- IFLA (2000) *The school library manifesto*. Ottawa: National Library of Canada.
- Kinnell, M. (ed.) (1992) *Learning resources in schools: Library Association guidelines for school libraries*. London: Library Association Publishing.
- Kuhlthau, C. C., Goodin, M. E., McNally, M. J. (ed.) (1996) *The virtual school library: gateway to the information superhighway*. Englewood, Colorado: Libraries Unlimited.
- MacDonald, R. M. (1997) *The Internet and the school library media specialist: transforming traditional services*. Westport: Greenwood Press.
- McElmeel, S. L. (2000) *Tips: ideas for secondary school librarians and technology specialists*. 2nd ed. Worthington, Ohio: Linworth.
- Orden, P. V. (2000) *Selecting books for the elementary school library media center: a complete guide*. New York, London: Neal Schuman.
- Papazoglou, A. (1998) *School libraries in Greece: a state-of-the-art report*. Seattle, Wash.: International Association of School Librarianship.
- Riedling, A. M. (2000) *Reference skills for the school library media specialist: tools and tips*. Worthington, Ohio: Linworth.
- Saetre, T. P., Willars, G. (2002) *The IFLA/UNESCO school library guidelines*. Hague: IFLA.
- Saiti, C., & Saitis, A. (2004). School Libraries in Greece: A Comparative Study of Public Primary Schools in Rural and Urban Areas. *Library & Information Science Research*, Vol. 26, Issue 2, pp. 201-220.
- Salmon, S. et al. (1996) *Power up your library: creating the new elementary school library program*. Englewood, Colo: Libraries Unlimited.
- Smith, J. B. (1995) *Achieving a curriculum-based library media center program : the middle school model for change*. Chicago, London: American Library Association.
- Thomas, N. P. (1999) *Information literacy and information skills instruction: applying research to practice in the School Library Media Center*. Colorado: Libraries Unlimited.
- Tilke, A. (1998) *Library Association guidelines for secondary school libraries*. London: Library Association.
- Tilke, A. (2002) *Managing your school library and information service: a practical handbook*. London: Facet Publ.

### **Scientific Journals**

Library and Information Science Research

Library Journal

*Journal of Libraries and Information Science*

**KAOE 87: Technical analysis and decision making in educational units-Compulsory Elective**
**COURSE OUTLINE**
**(138) GENERAL**

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	KAOE87	<b>SEMESTER</b>	OPTIONAL Spring Semester H
<b>COURSE TITLE</b>	Technical analysis and decision making in educational units		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
Add rows if necessary. The organization of teaching and the methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Knowledge and Skill Development		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek and English for Erasmus Students		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	e-class		

**(139) LEARNING OUTCOMES**

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> Consult Appendix A <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
--



### THE PURPOSE OF THE COURSE

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

### LEARNING OUTCOMES

Upon successful completion of the course the student

**At the level of knowledge will be able to recall and describe:**

- The factors that influence decision making
- The approach to techniques for solving administrative problems in critical situations
- The decision making as a function that is linked to the other managerial functions

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

- The factors that influence decision making
- The approach to techniques for solving administrative problems in critical situations
- The decision making as a function that is linked to the other managerial functions

**At the skill level will be able to apply the above such as:**

- To know the decision making techniques
- To apply the decision-making techniques to specific problems that will arise in life
- To collect and analyze information that will concern issues of the educational unit
- To make the right decisions

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Decision making
- Leadership
- Teamwork
- Working in an international environment
- New and Innovative Ideas (Innovation Skills)
- Creativity
- Strategy and Planning

**(140) SYLLABUS**

1. Introduction - conceptual framework 2. Types of decisions 3. Criticism in individual and group decision making 4. Decision Making Process, Utility and Risk 5. Factors that influence effective decision making 6. Critical thinking and development of alternative solutions 7. Decision making conditions 8. Decision making and problem solving techniques 9. The technique of Delphi 10. Brainstorming 11. The theory of waiting 12. Decision tree 13. Making a decision with chances
--

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in teaching (slides, videos, etc.) - Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. - Use of e-mail for communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.  Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Face to face tutorials (Lectures)	40
	Interactive Exercises	30
	Case Studies	20
	Team building	30
	Study and Literature Review	30
	Total	<b>150</b>
	Course Total	150

<p><b>STUDENT PERFORMANCE EVALUATION</b>  <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>This module may be assessed either through written exams at the end of the academic semester or through two written assessments during the academic semester. The latter are optional. Students can be exempted from the written exams at the end of the semester only if they have taken the written assessments and passed them both with grade 5 (promotional grade). Otherwise, they are obliged to sit the written exams at the end of the semester. The dates regarding the written assessments during the academic semester will be announced by the lecturer.</p> <p>In all written assessments students either have to develop critical issues with justification from the relevant literature, or indicate whether or not a statement is true or false.</p>
--	--

#### (142) ATTACHED BIBLIOGRAPHY

**Recommended reading (in Greek & other languages): any books or other learning material which they will be required to use as the course unit progresses.**

Blair, R.D. & Rush, M. (2018). *Economics for administrative decisions*. Athens, Greece: Da Vinci Publishing (In Greek)

Carsisle, H.M. (1973). *Situational management- A contingency approach to leadership*. New York: Amacom

House, R.J. (1971). A path goal theory of leadership effectiveness. *Administrative Science Quarterly*, 16(September), pp. 321-338.

Lawrence, P.J. & Lorsch, J.W. (1967). *Organizations and environments: Managing differentiation and integration*. Cambridge, MA: Harvard Business School Press

Mullins, L.J. (2007). *Management and Organizational Behavior*, Eighth Edition, London: Pitman Publishing.

Schermerhorn, J.R. (Jr) (2010). *Introduction to Management*. Asia: John Wiley & Sons

Taylor (II), B.W. (2010). *Introduction to management science*, 10<sup>th</sup> Edition. London: Prentice Hall.

Ipsilantis, P. G. (2015) *Business research: Methods and techniques of decision making* / Athens, Greece: Propombos Publishing (In Greek)

D. R. Anderson, D. R., Sweeney, D. J., Williams, T. A. & Martin, K. (2014) *Management Science: Quantitative Methods for Business Decision Making*. Athens, Greece: Kritiki Publishing (In Greek)

Katharaki, M. H. *Quantitative analysis in management exercise: Applications of linear standards*. Athens, Greece: Stamouli Publishing (In Greek)

Johnes, J. (2015), *Operational Research in education*, *European Journal of Operational Research*, Volume 243, Issue 3, Pages 683-696

**Related Academic Journals**  
Management Decision  
International Journal of Management and Decision Making

**KAOE 88: Elements of Economics, Innovation & Entrepreneurship - Compulsory Elective**
**COURSE OUTLINE**
**(143) GENERAL**

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	KAOE 88	<b>SEMESTER</b>	OPTIONAL Spring Semester H
<b>COURSE TITLE</b>	Elements of Economics, Innovation & Entrepreneurship		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
Add rows if necessary. The organization of teaching and the methods used are described in detail at (d).			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Knowledge and Skill Development		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek and English for Erasmus Students		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	e-class		

**(144) LEARNING OUTCOMES**

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> Consult Appendix A <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
--

### THE PURPOSE OF THE COURSE

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

### LEARNING OUTCOMES

Upon successful completion of the course the student

**At the level of knowledge will be able to:**

To develop a business activity

To deepen in the characteristics and skills for the intention of the business action To understand that entrepreneurship is closely linked to innovation

To create the pillar for the development of business activity

**At skill level will be able to explain and draw conclusions such as:**

To strengthen the business

To discover opportunities in the environment

To deal with the risks and uncertainty of the future

To develop an action plan

**At the skill level will be able to apply the above as follows:**

To develop investment plan studies

To understand the process of developing a business

To utilize features and skills in an efficient way

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Decision making
- Leadership
- Teamwork
- Working in an international environment
- New and Innovative Ideas (Innovation Skills)
- Creativity
- Strategy and Planning

### (145) SYLLABUS

1. Introduction to Economics.
2. The effect of prices and income on the demand for services and goods.
3. Approach to the concept of Innovation and Entrepreneurship.
4. Project management
5. Business plan & Feasibility Study
6. Innovation & Entrepreneurship Strategies.
7. Innovative Action Planning and Creativity.
8. Culture of Innovation.
9. The role of Entrepreneurship in Economic & Social Development.
10. The characteristics of an Entrepreneur.
11. Development of Business Ideas.
12. Business Model.
13. Achieving a Balance between Entrepreneurship and Innovation

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching (slides, videos, etc.) Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. Use of e-mail for communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	<b>Activity</b>	<b>Semester workload</b>
	Face to face tutorials (Lectures)	40
	Interactive Exercises	30
	Case Studies	20
	Team building	30
	Study and Literature Review	30
	Total	<b>150</b>
	Course Total	150

<i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>		
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	This module may be assessed either through written exams at the end of the academic semester or through two written assessments during the academic semester. The latter are optional. Students can be exempted from the written exams at the end of the semester only if they have taken the written assessments and passed them both with grade 5 (promotional grade). Otherwise, they are obliged to sit the written exams at the end of the semester. The dates regarding the written assessments during the academic semester will be announced by the lecturer. In all written assessments students either have to develop critical issues with justification from the relevant literature, or indicate whether or not a statement is true or false.	

#### (147) ATTACHED BIBLIOGRAPHY

<b>Recommended reading (in Greek &amp; other languages): any books or other learning material which they will be required to use as the course unit progresses.</b>  BURNS, P. (2020). ENTREPRENEURSHIP AND SMALL BUSINESS: START, DEVELOPMENT AND MATURITY. Publisher: KLIDARITHMOS PUBLICATIONS LTD. (in Greek) Fayolle, A. (2019). Theory and practice. Practical applications to learn business. PROPOMPOS Publications "KIMERIS K. THOMAS. (in Greek)  <b>Related Academic Journals</b> Industry and Higher Education Entrepreneurship theory and practice International Journal of entrepreneurship and innovation International Entrepreneurship and Management Journal
---

#### AIII 89: Museum Collections as a Pedagogical Tool in Early Childhood - Compulsory Elective

##### COURSE OUTLINE

#### (148) GENERAL

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD CARE AND EDUCATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>AIII89</b>	<b>SEMESTER</b>	8th
<b>COURSE TITLE</b>	MUSEUM COLLECTIONS AS A PEDAGOGICAL TOOL IN EARLY CHILDHOOD		

<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Fieldwork		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	<b>SPECIAL BACKGROUND</b>		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://eclass.uniwa.gr/courses/ECEC331/">https://eclass.uniwa.gr/courses/ECEC331/</a>		

#### (149) LEARNING OUTCOMES

##### Learning outcomes

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

*Consult Appendix A*

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

##### LEVEL OF LEARNING OUTCOMES: 6

##### AIM OF THE COURSE

Collective activity is a timeless phenomenon that characterizes the way people relate to the world and reflects ways of understanding it. Museums build collections and organise exhibitions in which various manifestations of material and intangible culture are presented in both their synchronic and diachronic dimensions, by implementing a wide range of interpretative strategies. Knowledge of the specificities of the different types of museums and the interpretative approaches they apply to the presentation of their collections is crucial for the design of relevant pedagogical activities.

The aim of the course is to familiarise students with the concept of the collection and the different ways of organising and displaying museum collections. It will also examine the ways in which infants and toddlers interact with collections and are supported in their development and their acquaintance with the material and social environment through specially designed pedagogical activities. In particular, students will learn in depth about a) the different types of museums and collections and the interpretive approaches that are followed in order to take advantage of the interpretive tools of each type of museum for the design of pedagogical activities for infants, toddlers and their 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 intellectual disabilities.

An important part of the course will explore museum collections related to children's material culture as an interesting bridge for children's encounter with the world of museums. The course will also include a wealth of practical exercises to develop early childhood pedagogical activities using diverse museum collections as a stimulus in order to support exploratory learning in the early childhood setting, as well as intergenerational play and intergenerational learning.



## LEARNING OUTCOMES

Upon successful completion of the course, students

At a **knowledge** level will be able to:

- understand the concept of a collection, the value of collections as a means of understanding the world and the different ways of creating private and museum collections.
- identify the different types of museums and the interpretative approaches they use in order to highlight their collections.
- be familiar with museum collections related to children's material culture.
- understand ways of using museum collections to support the social, intellectual and emotional development of infants and young children.
- appreciate the adaptations needed to the pedagogical/exhibition material to make the collections accessible to children with sensory and intellectual disabilities.
- identify the specific characteristics of the digital collections available in museums on the Internet and make pedagogical use of them.

At the **skills** level, students will be able to:

- plan and organise digital and face-to-face pedagogical activities and pedagogical material for children under 4 years old and their families, with a variety of museum collections as their focal point.

In terms of **competences**, students will be able to:

- develop project-based learning for the Early Childhood Setting that makes use of a variety of museum collections.

## General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Working independently
- Team work
- Decision-making
- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

**(150) SYLLABUS**

1. Organization and presentation of museum collections. Theories of material culture. The interpretative means of the museum.
2. The child as a collector of objects and experiences. Research data on young children's view of collections and museums. Interests, possibilities and limitations in their interaction with exhibits.
3. Basic principles of development, implementation and evaluation of pedagogical activities utilizing museum collections for infants and toddlers.
4. Art museums: types of collections, interpretive approaches and design of pedagogical activities for infants and toddlers. The world of children in visual representations.
5. Archaeological museums, museums of popular and modern culture: types of collections, interpretative approaches and design of educational activities for infants and toddlers. Children's traces in the archaeological and folklore collections of museums.
6. Historical museums, historical houses and museums dedicated to different themes (maritime, personality museums, etc.): knowing aspects of the historical and social environment. Types of collections, interpretative approaches and design of educational activities for infants and toddlers.
7. Science and technology museums: types of collections, interpretative approaches and design of educational activities for infants and toddlers.
8. Natural history museums, botanical and zoological gardens, aquariums: types of collections, interpretative approaches to collections and design of educational activities for infants and toddlers.
9. Museums of children's material culture (Museums of toys, school life, children's art, childhood museums): types of collections, interpretative approaches and design of pedagogical activities for infants and toddlers. Children's visual expression as an exhibit for children's audiences and as an object of study.
10. Children's museums: tangible and intangible collections and ways of supporting children's social, emotional and intellectual development.
11. Pedagogical use of digital museum collections.
12. Museum collections as a stimulus for the development of project-based learning in the Early Childhood Setting.
13. Accessibility issues regarding the collections. Developing activities for the "different child".

**Field work:**

Getting acquainted with different museum collections and types of museums through educational material and educational visits.

Practising pedagogical strategies for the use of museum objects. Familiarisation with the design and implementation of pedagogical activities in museums for young children and families.

Pedagogical use of the digital assets of museums.

Development of pedagogical material and implementation of activities in museum spaces.

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching. Visits to Museums and exhibitions.	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in face-to-face teaching (powerpoint, videos, web pages). - Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students. - Use of e-mail for communication with students.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice,</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40
	Educational visits	25
	Fieldwork	10

<i>fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Laboratory practice	10
	Study & analysis of bibliography	15
	Project	50
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written work Laboratory work Public presentation	

## (152) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i>  Burnham, R. &amp; Kai-Kee, E. (2011). <i>Teaching in the art museum: interpretation as experience</i>. Los Angeles: J. Paul Getty Museum.  Candlin, F. (2015). <i>Micromuseology. An Analysis of Small Independent Museums</i>. London: Bloomsbury Academic.  Durbin, G. et al. (1996). <i>Learning from Objects</i> (2nd ed.). London: English Heritage.  Erdman, S. &amp; Nhi, N. with Middleton, M. (2022). <i>Welcoming young children into the museum. A practical guide</i>. Oxon and New York: Routledge.  Hackett, A., Holmes, R. &amp; MacRae, C. (Eds). (2020). <i>Working with Young Children in Museums. Weaving Theory and Practice</i>. London: Routledge.  Paris, S. G. (ed.) (2002). <i>Perspectives on Object-Centered Learning in Museums</i>. New York: Routledge.  Shaffer, S. E. (2015). <i>Engaging young children in museums</i>. Walnut Creek, CA: Left Coast Press.  Shaffer, S. E. (2018). <i>Object Lessons and Early Learning</i>. London: Routledge.  Shaffer, S. E. (2020) (ed.). <i>International Thinking on Children in Museums. A Sociocultural View of Practice</i>. London: Routledge.  Waterfall, M. &amp; Grusin, G. (1989). <i>Where's the me in museum: going to museums with children</i>. Arlington, Va.: Vandamere Press.</p> <p>- <i>Related academic journals:</i>  Curator: The Museum Journal  Journal of Museum Education  Journal of Education in Museums  International Journal of Heritage Studies</p>
--

**AIII 90: Cultural Practices and Pedagogical Applications**
**COURSE OUTLINE**
**(153) GENERAL**

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD CARE AND EDUCATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>AIII90</b>	<b>SEMESTER</b>	8th
<b>COURSE TITLE</b>	CULTURAL PRACTICES AND PEDAGOGICAL APPLICATIONS		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> general background, special background, specialized general knowledge, skills development	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	-		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

**(154) LEARNING OUTCOMES**

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> Consult Appendix A <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<b>LEVEL OF LEARNING OUTCOMES: 6</b> <b>AIM OF THE COURSE</b> 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.

### LEARNING OUTCOMES

Upon successful completion of the course, students

At a **knowledge** level will be able to:

- understand terms and theories related to the approach of material and intangible culture from the field of social and humanistic studies e.g. social anthropology, museology, ethnography.
- take a critical approach to the cultural practice under consideration and draw social information from it.
- analyze and interpret works of material and intangible culture.

At the **skills** level they will be able to:

- design pedagogical activities for young children that make use of material and intangible culture and promote mutual understanding and inclusion.

At **competence** level they will be able to:

- develop work plans for the nursery school that promote intercultural understanding through the examination of cultural practices.

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

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

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Teamwork
- Decision-making
- Working in an interdisciplinary environment
- Generating new research ideas
- Project planning and management
- Respect for diversity and multiculturalism
- Exercising criticism and self-criticism
- Promoting free, creative and deductive thinking

**(155) SYLLABUS**

1. The concept of culture. Material and intangible culture. Cultural representation. Cultural diversity.
2. Culture and pedagogical practices. The intercultural dimension.
3. Visual culture, visual ethnography and visual literacy.
4. Introduction to cultural manifestations and critical reflection on practices related to the body.
5. Clothing.
6. Nutrition.
7. Housing.
8. Technology.
9. Human beings and their relationship with nature.
10. The cycle of life.
11. Folk events and festivals.
12. Cultural identities.
13. Development and commentary of projects for the nursery school on cultural practices and use of pedagogies of inclusion.

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

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face teaching. Visits to Museums and Exhibitions and on-site exercises for the study of material culture.	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>- Use of ICT in face-to-face teaching (power point, videos, web pages).</p> <p>- Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students.</p> <p>- Use of e-mail for communication with students.</p>	
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	Lectures	50
	Educational visits	10
	Project	50
	Study and analysis of bibliography	40
	Course total	150
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written Examination with Short Answer Questions</p> <p>Written test with open- ended questions</p> <p>Written work</p> <p>Public presentation</p>	

**(157) ATTACHED BIBLIOGRAPHY**

<p>- Suggested bibliography:</p> <p>Augé, M. (1999). <i>An Anthropology for Contemporaneous Worlds</i>. Redwood City, CA: Stanford University Press.</p> <p>Geertz, C. (2017). <i>The Interpretation of Cultures: Selected Essays</i>. NY: Basic Books.</p> <p>Ingold, T. (2000). <i>The Perception of the Environment: Essays on Livelihood, Dwelling and Skill</i>. Naples, FL: Psychology Press.</p> <p>Norbert, E. (2012). <i>On the Process of Civilization</i>. Dublin: University College Dublin Press.</p> <p>Pink, S. (2020). <i>Doing Visual Ethnography</i> (4<sup>th</sup> ed.). London: Sage Publications.</p> <p>Seremetakis, N. (2017). <i>An Introduction to Cultural Anthropology</i>. UK: Cambridge Scholars Publishing.</p> <p>- Related academic journals:</p> <p>Annual Review of Anthropology</p> <p>Visual Anthropology</p>
--

Cultural Anthropology  
Heritage  
Western Folklore  
Food, Culture & Society  
Journal of Material Culture

#### AIII 91: Dance Therapy Applications in Preschool Education - Compulsory Elective

##### COURSE OUTLINE

##### (158) GENERAL

SCHOOL	SCHOOL OF ADMINISTRATION, ECONOMICS AND SOCIAL SCIENCE		
ACADEMIC UNIT	DEPARTMENT OF EDUCATION AND CARE IN EARLY CHILDHOOD		
LEVEL OF STUDIES	UNDERGROUND LEVEL		
COURSE CODE	AΠΠ 91	SEMESTER	8
COURSE TITLE	Dance Therapy Applications in Preschool Education		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	COURSE SELECTION SPECIAL INFRASTRUCTURE AND SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	RHYTHMIC AND KINETIC EDUCATION		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)			

##### (159) LEARNING OUTCOMES

###### Learning outcomes

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

Consult Appendix A

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



- *Guidelines for writing Learning Outcomes*

## **PURPOSE OF THE COURSE**

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.

## **LEARNING OUTCOMES**

Upon successful completion of the course the student at the level of knowledge he/she will be able to recall and describe:

- The "tools" and principles of Dance Therapy and utilize as many as possible among them as it seems appropriate, in movement and dance activities with children.
- The ritual nature of dance therapy and the importance of the dimension of the ritual in the learning process.
- "Symbolic efficiency", grounding, symmetry, repetition.
- The denaturation, the play and the correlation of 'Me' and 'The Other' in the symbolic space created in the learning process.
- Correlating the information received from the motor expression of infants and preschool children.
- The additional tools for evaluating motor actions that have been taught.
- With a more global perspective, the physical movement and expression of infants and preschool children.

At the **level of skills** he/she will be able to explain and draw conclusions about:

- The production of different rhythmic sequences and the alternation of rhythmic kinetic motives.
- The multiple possibilities of adapting dance therapy elements to the exercises.
- Physical expression and creative improvisation.
- Creating voices and switch between rhythmic voice patterns.
- Creating melodies and switching melodic patterns.
- The combination of sound and movement patterns.
- Creativity in motor actions and games.
- The ability to find sources of inspiration, which he / she will introduce in his / her lesson.
- The synchronization of the movement, with the song and the rhythm.
- Direct, active and constructive communication.
- How dance therapy tools can develop a better understanding of space, time, dynamics, movement flow and sequence.

At the **skill level** he/she will be able to apply the following as follows:

- Understanding the body as a mean of expressing emotional state, accepting it and improving the relationship with their own body.
- Observing the motor, physical expression of infants and children through rhythmic exercises, in combination with voices and songs, acting on a binary or group level.
- Supporting and taking initiatives concerning the organization of the course through the application of Dance Therapy.
- Search for sources of inspiration, elaboration and adaptation to actions.
- Ability to produce autonomous and group activities.
- Collaboration with colleagues and children.
- Applying the therapeutic principles of acceptance and "listening to the other" in his / her work with children.
- To show sensitivity to physical peculiarities.
- Develop the ability to reflect on self-assessment.
- Analysis and composition to perform the multidimensional character of dance.

<b>General Competences</b> Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aims?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking .... Others... .....
<ul style="list-style-type: none"> <li>• Adaptation to new circumstances</li> <li>• Autonomous work</li> <li>• Teamwork</li> <li>• Practice critical and self-critical thinking</li> <li>• Work in an interdisciplinary environment</li> <li>• Inter-artistic vision and ability for research</li> <li>• Production of new research ideas</li> <li>• Respect for diversity and multiculturalism</li> <li>• Promoting free, creative and inductive thinking</li> </ul>	

## (160) SYLLABUS

1. Dance Therapy: Definition of Dance Movement Therapy and Dance-rhythm Therapy - Primitive Expression the benefits of the techniques. 2. Correlations of neurotransmitters and neuroplasticity of the brain with dance and dance therapy 3. Body memory and non-verbal expression 4. Analysis of the effectiveness of primary-global therapeutic mechanisms in relation to movement and dance. Evolution over time 5. Theoretical and experiential analysis and explanation of the basic "tools" of Dance Therapy 6. Use of voice through voices and songs 7. Connections of central nervous system and movement 8. Symmetrical and Opposite movements 9. Symbolism and creativity 10. Rhythmic structure. The importance of repetition 11. Sense of grounding. Bipolarity and swaying 12. Team operation 13. Denaturation and transcendence
---

## (161) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> Face-to-face, Distance learning, etc.	In the classroom face to face and through experiential exercises, or remotely via an online platform
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> Use of ICT in teaching, laboratory education,	Lectures are held in the classroom with slide show (power point), use of archival, visual and audio material (CD, Video). Experiential learning through participation in the workshop. Use of ICT: software repository, material in the e-class, in the evaluation and self-evaluation, use of e-books in teaching and in the Field

<i>communication with students</i>	Exercises as well as in the communication with the students (email).	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	20
	Laboratory Exercises	50
	Artistic expression and creativity	20
	Educational visits	
	Interactive teaching	20
	Project preparation	
	Individual work	20
	Teamwork	20
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open- ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<b>CONTINUOUS EVALUATION</b> Evaluation and self-evaluation is done throughout the semester through laboratory exercises and activities performed by students, based on the quality of participation (consistency, initiative, cooperation, group participation, and development of motor and expressive skills) and creativity. <ul style="list-style-type: none"> <li>• In the Theoretical part of the course. By written exams, topic development questions, short answers and problem solving</li> <li>• In the Laboratory part of the course           <ul style="list-style-type: none"> <li>- Individual work</li> <li>- Teamwork</li> <li>- Presentation of exercises in the classroom</li> <li>- Presentation in the classroom of a lesson concerning adequate ways of teaching (in relation to the special needs of the population)</li> </ul> </li> </ul> Language of evaluation: Greek	

**(162) ATTACHED BIBLIOGRAPHY**

**Suggested bibliography:**

- Anzieu Didier. (2018), The Skin –Ego: A New Translation by Naomi Segal, Routledge Ed., USA
- Blythe Goddard Sally, and Lazarev Michael. (2018), Movement: Your Child's First Language : How music and movement assist brain development in children aged 3-7 years, Hawthorn Press Ltd, United Kingdom
- Levy Fran J. (2005), Dance Movement Therapy A Healing Art, National Dance Association. USA
- Lynne Judith Hanna, (2006). Dancing For Health, AltaMira Press, U.S.A
- Meekums Bonnie. (2005), Dance Movement Therapy, Sage Publications, London
- Miller Alice. (2006), The body Never Lies: The Lingering Effects of Hurtful Parenting, W. W. Norton Company. New York
- Royce Peterson Anya ( 2015) The Anthropology of Dance, Dance Books Ltd, United Kingdom
- Schott Billmann France (2016), Primitive Expression and Dance Therapy: When dancing heals (Explorations in Mental Health), Routledge Francis Taylor
- Schott Billmann France (2020), La Therapie par la dance Rythmee, Odile Jacob. France

- Related academic journals:

**AIII 92: Elements of Art History - Compulsory Elective****COURSE OUTLINE****(163) GENERAL**

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD CARE AND EDUCATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>AIII92</b>	<b>SEMESTER</b>	8th
<b>COURSE TITLE</b>	ELEMENTS OF ART HISTORY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b>	SPECIAL BACKGROUND		
<i>general background, special background, specialised general knowledge, skills development</i>			
<b>PREREQUISITE COURSES:</b>	-		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		

**(164) LEARNING OUTCOMES****Learning outcomes**

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

*Consult Appendix A*

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

**LEVEL OF LEARNING OUTCOMES: 6****AIM OF THE COURSE**

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.

**LEARNING OUTCOMES**

Upon successful completion of the course, students

At a **knowledge** level will be able to:

- differentiate terms and theories related to philosophy, theory and criticism of art.
- know the early manifestations of art, the pursuits of artists in each period and the main artistic movements of the Western world.
- name well-known artists and distinguish the specificities of their artistic approach.
- understand the symbolic language of art and the ways in which artists use it in different times and cultures.

At a **skill** level they will be able to:

- distinguish stylistic differences between different artists and artistic movements.
- analyse and interpret visual artworks.

At the level of **competences**, they will be able to:

- to develop creative expression activities for young children inspired by works of art from digital collections available on the Internet.

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

### (165) SYLLABUS

<ol style="list-style-type: none"> <li>1. Arts-Culture: clarification of terms, concepts from philosophy, theory and criticism of art.</li> <li>2. The art of the early Mediterranean civilizations.</li> <li>3. Ancient Greek art. Roman art.</li> <li>4. Byzantine Art. Art of the Medieval West.</li> <li>5. Renaissance.</li> <li>6. Baroque. Rococo.</li> <li>7. Classicism, Romanticism, Realism. Impressionism.</li> <li>8. The avant-garde movements of the early 20th century. Modernism.</li> <li>9. Art after the mid-20th century.</li> <li>10. Modern Greek art.</li> <li>11. Art of non-European cultures.</li> <li>12. Design of pedagogical activities of creative expression based on visual artworks.</li> <li>13. Presentations and comments on pedagogical activities based on works of art.</li> </ol>
---

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching. Visits to Museums and art exhibitions.	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>- Use of ICT in face-to-face teaching (powerpoint, videos, web pages).</li> <li>- Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students.</li> <li>- Use of e-mail for communication with students.</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	40

<p><i>described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Educational visits	15
	Fieldwork	15
	Laboratory practice	50
	Project	30
	Course total	<b>150</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b>  <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written Examination with Short Answer Questions  Written test with open-ended questions  Laboratory work  Art interpretation  Public presentation</p>	

## (167) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Arnason, H. H. (2004). *History of Modern Art: Painting, Sculpture, Architecture, Photography*. Upper Saddle River, N.J.: Prentice Hall.

Davies, P. J. E., Hofrichter, F. F., Jacobs, J. F., Roberts, A. S. & Simon, D. L. (2013). *Janson's Basic History of Western Art* (9th ed.). UK: Pearson.

Foster, H., Krauss, R., Bois, Y.A. & Buchloh, B.H.D., Josselit, D. (2016). *Art Since 1900 (vol.1, 3rd ed.)*. London: Thames & Hudson.

Foster, H., Krauss, R., Bois, Y.A. & Buchloh, B.H.D., Josselit, D. (2011). *Art Since 1900 (vol.2, 2<sup>nd</sup> ed.)*. London: Thames & Hudson.

Gombrich, E. H. (1995). *The Story of Art* (16<sup>th</sup> ed.). NY: Phaidon Publishers.

Harrison, C. & Wood, II. (eds) (1993). *Art in Theory, 1900-1990: An Anthology of Changing Ideas*. Oxford, UK; Cambridge, Mass., USA: Blackwell.

Johnson, G. A. (2005). *Renaissance Art: A Very Short Introduction*. Oxford: Oxford University Press.

Kocur, Z. & Leung, S. (2005). *Theory in Contemporary Art since 1985*. Malden, MA: Blackwell Pub.

Minor, V. H. (2003). *Baroque and Rococo: Art and Culture*. N.J.: Prentice Hall.

O'Riley, M. K. (2006). *Art Beyond the West: The Arts of Africa, India and Southeast Asia, China, Japan and Korea, the Pacific, and the Americas*. Englewood Cliffs, N.J.: Prentice-Hall.

Pedley, J. G. (1998). *Greek Art and Archaeology, 3rd ed.* Upper Saddle River, N.J.: Prentice Hall.

Wölfflin, H. (1950). *Principles of art history: the problem of the development of style in later art*. NY: Courier Corporation.

- *Related academic journals:*

Art History  
Culture, Theory and Critique  
Studies in Art Educatio

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

**COURSE OUTLINE**

**(168) GENERAL**

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	IIPAK93	<b>SEMESTER</b>	7th or 8th
<b>COURSE TITLE</b>	INTERNSHIP IN THE PROFESSION (PROFESSIONAL PRACTICUM )		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		24	20
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
<b>COURSE TYPE</b> general background, special background, specialised general knowledge, skills development	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	<ul style="list-style-type: none"> <li>- The student must attend 7th, 8th or higher Semester</li> <li>- Have successfully completed two thirds (2/3) of the courses</li> <li>- Have successfully completed the prerequisite courses: <ul style="list-style-type: none"> <li>• Infant's Education and Care II (PAI 07)</li> <li>• Pedagogical Program and Citizenship Education (PAI 19)</li> <li>• Early Interactions (PSYCH 22)</li> </ul> </li> </ul>		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			



## (169) LEARNING OUTCOMES

### **Learning outcomes**

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

*Consult Appendix A*

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

LEVEL OF LEARNING OUTCOMES: 6

### **AIM OF THE COURSE**

The aim of the course focus on a) the interdisciplinary application of theoretical knowledge acquired by students during their studies in contexts that providing Education and Care in Early Childhood b) the careful study of the role of the role of educators in infant and toddler education workplaces c) the handling of everyday demands and challenges in the Nursery institution d) the professional acquisition of skills and competences regarding pre-school children, colleagues, teachers, parents and finally, the creation of a professional identity.

### **LEARNING OUTCOMES**

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

- plan, implement and evaluate activities and work schedules in pedagogical context (projects), educational implements and innovative approaches
- develop skills in decision-making with specific pedagogical criteria
- participate in the various collective activities carried out in institutions ECEC appreciating the value of cooperation.
- develop the ability to work in cooperation with the educational and other staff of the organization, children's family and social partners.
- comply with the principles of professional ethics
- develop through self evaluation and feedback the personal philosophy and attitude towards education and care.
- develop an identity as an early childhood educator

At the skills level, they will be able to:

- organise psycho-educational activities for infants and toddlers
- observe and communicate
- collect, analyse and evaluate information recorded in daily life in nursery school
- draw up and implement an action plan to deal with difficulties

In terms of competences they will be able to:

- recognize, evaluate and respect the needs of infants and young children
- cooperate effectively within the group
- evaluate the interventions implemented

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas</i>	<i>Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking ..... Others... .....</i>
<ul style="list-style-type: none"> <li>- <i>Adapting to new situations</i></li> <li>- <i>Exercising criticism and self-criticism</i></li> <li>- <i>Searching, analysing and synthesising data and information using both using the necessary technologies</i></li> <li>- <i>Decision-making</i></li> <li>- <i>Autonomous work</i></li> <li>- <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></li> <li>- <i>Working in an interdisciplinary environment</i></li> <li>- <i>Teamwork</i></li> <li>- <i>Respect for diversity and multiculturalism</i></li> <li>- <i>Promotion of free, creative and deductive thinking</i></li> </ul>	

## (170) SYLLABUS

*The internship in the Profession is a compulsory, specialisation course and is carried out under the supervision of the Practical Training Committee. The students carry out Internship in the Profession in institutions selected by the Department for two person-months during the 7th or 8th semester of studies. During professional practicum, students observe and engage in the daily context and collaborate with educators.*

*The systematic preparation of students for their contact with the institutions and their involvement in the pedagogical work is supported by seminars from the faculty members they supervise. In this way, interdisciplinary theoretical knowledge is combined received by students during the previous years with the applied pedagogical knowledge of the students practice in the nursery.*

*More specifically, the following are proposed in the context of the course:*

- *Design- implementation- evaluation of psychopedagogical programs.*
- *Design, planning and implementation of pedagogical programmes; design and implementation of new pedagogical methods*
- *Supporting intervention with issues relating to Aesthetic, creative cultivation in kindergarten, modern technology in education, communication techniques in education skill cultivation.*
- *Evaluation of objectives and final outcome of objectives*
- *Evaluation and reflection on pedagogical actions*
- *Evaluation of human relations-communication (pedagogical team, young children, family, etc.)*
- *Application of non-formal forms of evaluation*
- *Familiarisation with and use of various pedagogical methodological tools (portfolio, poster)*

*During the internship and seminars, students create a 'project portfolio'. as an evaluation work with observation recording material, planning material, implementation material, evaluation of actions and material for the development of pedagogical material. In addition, they create and present an e-portfolio of a pedagogue. For the assessment of the students is taken into account the opinion of the heads of the institutions and the pedagogues who welcome the student to the employment institution*

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

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	<p><b>For the Practical Training in the Profession</b> Experiential Learning in selected by the Department ECCE on public or private center for infants and toddlers</p> <p><b>For the Supervision of Internships</b> Face-to-face experiential learning in small in small groups or in plenary in the form of seminar</p>	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>-Use of ICT in face-to-face teaching (projection slides and videos) and in field exercises - Use of electronic platform for distribution educational material and modern and asynchronous communication with students - Use of e-mail for communication with communication with students. - Use of the Internet to access selected databases and scientific journals</p>	
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i></p>	<p><b>Activity</b></p>	<p><b>Semester work load</b></p>
	Practice	300
	Supervision	40
	Study-Analysis of literature	20
	Role Plays	20
	Analysis of audiovisual material	30
	Study-Case Analysis	70
	Diary keeping	20
	Project work	20
	Individual Study, e-portfolio	60
	Individual/group exercises	20
	Total	600
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Participation in the course Practical Training in the profession is compulsory.</p> <p>The assessment of students is individual and continuous and is structured as follows:</p> <ul style="list-style-type: none"> <li>✓ 30% from the evaluation of the pedagogue-supervisor</li> <li>✓ 10% from the student's self-evaluation</li> <li>✓ 60% from the student's weekly activity calendar, the final presentation of the student project folder and e-portfolio of student</li> </ul> <p>Language of evaluation: Greek</p>	

## (172) ATTACHED BIBLIOGRAPHY

### - Suggested bibliography:

- Αυγητίδου Σ., Τζεκάκη Μ., Τσάφος Β. (επιμ.) (2016). Οι Υποψήφιοι Εκπαιδευτικοί Παρατηρούν, Παρεμβαίνουν και Αναστοχάζονται. Αθήνα: Gutenberg.
- Altrichter, H., Posh, P., & Somek, B. (2001). Οι Εκπαιδευτικοί Ερευνούν το Έργο τους. Μια Εισαγωγή στην Έρευνα Δράσης. (μτφρ. Μ. Δεληγιάννη). Αθήνα: Μεταίχμιο.
- Βεργίδης, Δ., Αλέξης Κόκκος. (2010). Εκπαίδευση ενηλίκων: Διεθνείς προσεγγίσεις και ελληνικές διαδρομές. Αθήνα: Μεταίχμιο.
- Γιαβρίμης Π. (2010). Ζητήματα παιδαγωγικής και σχολικής ψυχολογίας. Αθήνα: Σιδέρης.
- Goffman, E. (1996). Συναντήσεις: Δύο Μελέτες στην Κοινωνιολογία της Αλληλεπίδρασης. Αθήνα: Αλεξάνδρεια.
- Hargreaves, A., & Fullan, M. (1995). Η εξέλιξη των εκπαιδευτικών. Αθήνα: Πατάκη.
- Καψάλης, Α. & Βρεττός, Ι. (2015). Μικροδιδασκαλία και Άσκηση Διδακτικών Δεξιοτήτων. Αθήνα: Ατραπός.
- Katz G., Chard C. (2011). Η μέθοδος project (Επιμ.-Εισαγωγή: Μ. Κόνσολας). Αθήνα: Διάδραση.
- Μαμουλίδου Μ., Ρεκαλίδου Γ. (2010). Μικρές ομάδες στην Εκπαίδευση. Αθήνα: Gutenberg.
- Παπαδοπούλου Β. (2015). Παρατήρηση Διδασκαλίας. Θεωρητικό πλαίσιο και εφαρμογές. Θεσσαλονίκη: Αφοί Κυριακίδη Α.Ε.
- Rogers, A. (1999). Η Εκπαίδευση Ενηλίκων. Αθήνα: Μεταίχμιο.
- Stacey S. (2020). Αναδυόμενο Πρόγραμμα και Παιδαγωγική Τεκμηρίωση στην Προσχολική Εκπαίδευση. Αθήνα: Gutenberg.
- Σταμάτης Π. (2013). Επικοινωνία στην εκπαίδευση. Αθήνα: Διάδραση.
- Φλογαίτη Ε., Λιαράκου Γ., Γαβριλάκης Κ. (2021). Συμμετοχικές μέθοδοι διδασκαλίας και μάθησης. Αθήνα: Πεδίο.
- Φρυδάκη Ε. (2015). Η επαγγελματική ταυτότητα του εκπαιδευτικού και το μέλλον της διδασκαλίας. Αθήνα: Κριτική.
- Χατζηχρήστου, Χ. (2004). Κοινωνική και συναισθηματική αγωγή στο σχολείο: Πρόγραμμα προαγωγής της ψυχικής υγείας και της μάθησης. Αθήνα: Τυπωθήτω
- Arends, R. (2007). *Learning to Teach*. Boston: McGraw Hill.
- Cobran C. (2019). *The brave educator*. Published by Eye on Education.
- Miller, C. & Cable, C. (Eds) (2010). *Professionalization, Leadership and Management in the Early Years*. London: Sage.
- Murphy C. (2015). *Mentoring in Early Childhood Education: A Compilation of Thinking, Pedagogy and Practice*. New Zealand Council for Educational Research (NZCER) Press.
- Neuman W. (1994). *Social Research Methods: Qualitative and Quantitative Approaches*. 2nd Ed. Massachusetts: Allyn and Bacon.
- Waters J., Payler J., Jones K. (2018). *The Professional Development of Early Years Educators*. Routledge.
- Rush D., Shelden M.L. (2020). *The Early Childhood Coaching*. 2nd Ed. Brookes Publishing Co
- Related academic journals:  
*European Early Childhood Education Journal*  
*Le propos de la petite enfance*

## ΑΓΓ 95: English - Terminology – Complementary

### COURSE OUTLINE

#### (173) GENERAL

SCHOOL	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE

LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ATT95	SEMESTER	
COURSE TITLE	ENGLISH LANGUAGE - TERMINOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES AND PRACTICAL TASKS	3	5	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	..		

#### (174) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>LEVEL OF LEARNING OUTCOMES: 6</p> <p>AIM OF THE COURSE</p> <p>To enable the student to understand the international literature in their area of specialization, to write texts in English using the correct terminology and to express themselves orally with fluency.</p> <p>LEARNING OUTCOMES</p> <p>On successful completion of the course the student will</p> <p>At a knowledge level be able to:</p> <ul style="list-style-type: none"> <li>- Read and understand the foreign language literature in their area of specialization</li> <li>- Communicate written and oral information obtained through written and oral discourse such as: newspaper or magazine articles, interviews, discussions, conferences, seminars</li> </ul> <p>At a skill level, be able to explain and draw conclusions about:</p> <ul style="list-style-type: none"> <li>- A sophisticated scientific text in order to acquire an overview of the content despite the existence of</li> </ul>

unfamiliar vocabulary and terminology

- The main idea of the theme of a scientific text in their area of specialisation and summarise its content

At the competent level, be able to apply the above as follows:

- Obtain information on topics in their area of specialisation from the internet.
- Communicate written and oral information obtained through written and/or oral discourse
- To formulate their opinions in writing and orally on a subject of their area of specialisation based on the information and other data provided

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

## (175) SYLLABUS

### **Theoretical Part:**

The structure of scientific discourse and terminology of specialized and/or research texts found in international literature, inevitably requiring advanced knowledge of the language (English). These texts relate to both general and specific courses of the Department: Psychology, Pedagogy, Health and Safety in Early Childhood:

1. The baby and the family: pregnancy – antenatal care
2. Antenatal tests and advice
3. Newborn appearance – jaundice
4. Newborn baby: after birth
5. Breastfeeding
6. Bottlefeeding -weaning
7. Immunization
8. Play and development
9. Stages of play -toys
10. Changes from birth to one year
11. Focus on Greece
12. Encouraging success
13. Coping with ADHD

### **Practical Part of the Course:**

Practice in the recognition, association and use of terminology concepts related to the area of specialisation as well as parallel handling of the foreign language in the composition and organization of scientific texts in written/spoken language. Practice in understanding written/spoken communication on topics related to the area of specialisation using the existing multimedia lab, internet, video and audio files, etc.

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

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face tutorials	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> <li>Slide show Presentation</li> <li>Use of ICT in teaching (slides, videos, etc.)</li> <li>Use of repository software</li> <li>Use of online self-assessment and e-book competitions, e-class material (presentation, quizzes, etc.)</li> <li>Use of whiteboard.</li> <li>Use of e-mail for communication with students.</li> </ul>	
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	Tutorials	60
	Practical Assignment	40
	Interactive Teaching	30
	Independent study	20
	Course total	150
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written Final Exam (100%) involving</p> <ul style="list-style-type: none"> <li>Short Answer Questions</li> <li>Long Answer Questions</li> </ul>	

**(177) ATTACHED BIBLIOGRAPHY**

<p>- Suggested bibliography:</p> <p>Andreski, R. and Nicholls S. (1994), <i>Setting Standards</i>, Nursery World Ltd</p> <p>Brain, J. and Martin, M.D. (1989), <i>Child Care and Health for Nursery Nurses</i>, Stanley Thornes Publishers</p> <p>Bruce, T (1987), <i>Early Childhood Education</i>, London-Hodder and Stoughton</p> <p>Dowling, M. (1980), <i>Early Projects</i>, Longman</p> <p>Hurst, V. (1991), <i>Planning for Early Learning</i>, London-Paul Chapman Publishing</p> <p>Macfarlane, A. and Stirrat, G. (1982), <i>You and Your Baby</i>, Jill Norman and Hobhouse Ltd</p> <p>Moyles, M. (1989), <i>Just Playing?</i> Milton Keynes- Open University Press</p> <p>Pugh, G. and De'ath, E. (1989), <i>Working Towards Partnership In The Early Years</i>, National Children's Bureau</p>
--



Spock, B. (1985 ), *Baby and Child Care*, Pocket books  
 Stoppard, M. (1986), *The Baby and Child Medical Handbook*, Dorling Kindersley Ltd.  
 Stoppard, M. (1987), *Baby Care Book*, Dorling Kindersley Ltd.  
 Stoppard, M. (1995), *Complete Baby and Child Care*  
 Dorling Kindersley Ltd. Woolfson, R. (1997), *From Birth to Starting School*, Caring Books

## ΣΤΗ 96: Statistical Package for Social Sciences (SPSS) – Complementary

### COURSE OUTLINE

#### (178) GENERAL

<b>SCHOOL</b>	SCHOOL OF ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	ΣΤΗ96	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	Statistical Package for the Social Sciences (SPSS)		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	YES		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	..		

## (179) LEARNING OUTCOMES

### **Learning outcomes**

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

*Consult Appendix A*

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

LEVEL OF LEARNING OUTCOMES: 6

AIM OF THE COURSE

The objectives of the course are for students to:

- deepen their understanding of the stages of conducting quantitative research,
- code, organise and record quantitative data in SPSS software,
- analyse quantitative data
- select and apply appropriate statistical criteria for data analysis,
- carry out statistical analysis; and
- organise tables and graphs of results
- describe and interpret quantitative research results.

### LEARNING OUTCOMES

Upon successful completion of the course the student will:

At the knowledge level will be able to recall and describe:

- the procedures for entering and using data
- the four measurement scales and their characteristics and how they are used in the SPSS
- the different 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 different research designs

At the skills level will be able to explain and draw conclusions about:

- basic concepts of quantitative analysis
- the recording and analysis of data in SPSS software.
- the appropriate methods of collection and analysis according to the research objective and research questions

At the competent level, they will be able to apply the above as follows:

- process, analyse and present research results using SPSS
- analyse and present the results obtained from the calculation of central tendency and dispersion indices.
- understand and interpret results of descriptive and inferential statistical analyses presented in tables or graphs.
- understand the concept of statistical significance.

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma*

*Supplement and appear below), at which of the following does the course aim?*

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

### **(180) SYLLABUS**

<ul style="list-style-type: none"> <li>-Quantitative research and basic concepts (variables, measurement scales, research hypotheses, means of collecting quantitative data, experimental designs, sampling)</li> <li>- Introduction to the SPSS interface</li> <li>- Data introduction and coding</li> <li>- Data organization and processing</li> <li>- Calculation and description of descriptive statistics (frequencies, percentages, central tendency indices, dispersion indices, two-dimensional tables)</li> <li>- Creation of tables and graphs</li> <li>- Correlation analysis</li> <li>- Inferential statistics, measures and application criteria</li> <li>- Comparison of means: t-test</li> <li>- Univariate analysis of variance</li> <li>- Factor Analysis of Variance</li> <li>- Regression analysis</li> <li>- Exploratory Factor Analysis</li> <li>- Non-Parametric Criteria</li> </ul>
---

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

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face tutorials	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> <li>- Use of ICT in teaching (slides, videos, etc.)</li> <li>- Use of electronic platform for distribution of educational material and synchronous and asynchronous communication with students.</li> <li>- Use of e-mail for communication with students.</li> </ul>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non- directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Tutorials	40
	Exercises - Material analysis	40
	Study and analysis of relevant bibliographic sources	20
	Independent study	50
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<ul style="list-style-type: none"> <li>- Individual Project, Group project -Presentation.</li> <li>- Written final exams at the end of the semester with open ended and multiple-choice questions</li> </ul> Language of evaluation: Greek	

### (182) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>Field, A. (2016). <i>Η διερεύνηση της στατιστικής με τη χρήση του SPSS της IBM</i>. Αθήνα: Προπομπός</p> <p>Γναρδέλλης, Χ. (2013). <i>Ανάλυση δεδομένων με το IBM SPSS Statistics 21</i>. Αθήνα: Παπαζήσης.</p> <p>Norris, G., Qureshi, F., Howitt, D., &amp; Cramer, D. (2017). <i>Εισαγωγή στη στατιστική με το SPSS για τις κοινωνικές επιστήμες</i>. Αθήνα: Κλειδάριθμος.</p> <p>Ρούσσος, Π., &amp; Τσαούσης, Ι. (2020). <i>Στατιστική Εφαρμοσμένη στις Κοινωνικές Επιστήμες με τη Χρήση του SPSS και του R</i>. Αθήνα: Gutenberg.</p>
--

Howitt, D., & Cramer, D. (2010). *Στατιστική με το SPSS 16, Με εφαρμογές στην ψυχολογία και τις κοινωνικές επιστήμες*. Αθήνα: Κλειδάριθμος.

Λουκαΐδης, Κ. (2011). *Στατιστική επεξεργασία δεδομένων με τη χρήση του IBM SPSS Statistics 19*. Αθήνα: εκδ. Επιφανίου Ηλίας.