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# COMPULSORY MODULES

EPA 102 (Tutor: M. Kreza)

## 1. GENERAL INFORMATION

<b>SCHOOL</b>	Faculty of Education		
<b>DEPARTMENT</b>	Department of Preschool Education		
<b>STUDY LEVEL</b>	Undergraduate		
<b>COURSE CODE</b>	EPA 102	<b>SEMESTER</b>	1 <sup>st</sup>
<b>COURSE TITLE</b>	Teaching methodology		
<b>INSTRUCTIONAL ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>NUMBER OF ECTS CREDITS</b>
Lectures Workshops		3	4
<b>COURSE TYPE</b>	Foundation, Subject Area		
<b>PREREQUISITIES</b>			
<b>LANGUAGE OF INSTRUCTION AND ASSESSMENT</b>	Greek		
<b>COURSE IS OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE</b>	<a href="https://eclass.edc.uoc.gr">https://eclass.edc.uoc.gr</a>		

## 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>The aim of this course is the development of students' knowledge about teaching methodology in preschool education. Students will become able to teach as teachers in Kindergarten, helping children to develop their skills and knowledge.</p>
<b>General Abilities</b>
<ul style="list-style-type: none"><li>• Search, analysis and composition of data and relevant information</li><li>• Decision making</li><li>• Independent work</li><li>• Group work</li><li>• Promotion of independent, creative and inductive thinking</li></ul>

## 3. COURSE CONTENT

<p>Main contents:</p> <ul style="list-style-type: none"><li>▪ Teaching methodology: basic terms, concepts and aims.</li><li>▪ The history of teaching methodology in Preschool Education.</li></ul>
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- Child development and teaching methodology.
- Curriculum in Preschool Education in Greece
- The qualities and role of teachers in early childhood.
- The classroom climate.
- Basic aspects of teaching in Preschool Education: principles, teaching styles, models and teaching methods.
- The Kindergarten building: creating environments and settings for the young children.

#### 4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

<b>MODE OF INSTRUCTION</b>	Lectures in class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Use of e-class.	
<b>ORGANISATION OF INSTRUCTION</b>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures and exercises	
	Individual and group study	
	<b>Total (25 hours of workload for each ECTS credit)</b>	<b>100</b>
<b>STUDENTS' ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Final exam</li> <li>• Written essays</li> </ul>	

#### 5. RECOMMENDED READING

1. Trilianos, Ath. (2013). *Teaching methodology*. Athens: Diadrasi.
2. Augitidou, S. (Ed.) (2008). *Collaborative Learning in Preschool Education: Research and Applications*. Athens: Gutenberg.

## EPA 104 (Tutor: D. Kontogianni)

### 1. GENERAL INFORMATION

<b>SCHOOL</b>	Faculty of Education		
<b>DEPARTMENT</b>	Department of Preschool Education		
<b>STUDY LEVEL</b>	Undergraduate		
<b>COURSE CODE</b>	EPA 104	<b>SEMESTER</b>	4th
<b>COURSE TITLE</b>	Introduction to Intercultural Pedagogic		
<b>INSTRUCTIONAL ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>NUMBER OF ECTS CREDITS</b>
Lectures		3	4
<b>COURSE TYPE</b>	Foundation module, subject area		
<b>PREREQUISITIES</b>	n.a.		
<b>LANGUAGE OF INSTRUCTION AND ASSESSMENT</b>	Greek		
<b>COURSE IS OFFERD TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE</b>			

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
The aim of the module is to inform students of the linguistic, religious, cultural, national etc. diversity that penetrates modern multicultural societies, to sensitize them on the needs that arise when individuals or groups of people from different ethno-cultural origin meet and to understand the basic principles of recognizing and dealing with the diversity in the frame of Intercultural Pedagogic.
<b>General Abilities</b>
<ul style="list-style-type: none"> <li>• Respect to Diversity and to Multiculturalism</li> <li>• Demonstrate social, professional and ethical responsibility and sensitivity to gender issues</li> <li>• Exercise criticism and self-criticism</li> </ul>

### 3. COURSE CONTENT

<p>I. The definition of basic terms that is associated with issues of Intercultural Pedagogic</p> <p>II. Population movements (migration) earlier today</p> <p>III. Theoretical principles and targets of ideological – pedagogical models that deal with multiculturalism, such as assimilation, integration, multicultural pluralism, antiracial education, intercultural education</p> <p>IV. The education of repatriated and foreign students in Greece</p> <p>V. Educational forms in multicultural societies</p>
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VI. Bilingualism and Cognitive Theories of Bilingualism

**VII. Proposals to create a successful multicultural school**

**4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT**

<b>MODE OF INSTRUCTION</b>	In class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Contacting Students	
<b>ORGANISATION OF INSTRUCTION</b>	<b>Activity</b>	<b>Semester Workload</b>
	Lecturers	65
	Independent Study	35
	<b>Total Course</b>	<b>100</b>
<b>STUDENTS' ASSESSMENT</b>	Written final examination (100%) comprising: - Questions test development - Solving problems related to educational practice	

**5. RECOMMENDED READING**

1. Govaris, Christos (2001). *Introduction to Intercultural Education*. Athens: Atrapos
2. Damanakis, M. (2018). *Pedagogical discourse and diversity in the early 20th century*. Athens: Gutenberg.

## EPA 202 (Tutor: E. Kornilaki)

### 1. GENERAL INFORMATION

<b>SCHOOL</b>	School of Education		
<b>DEPARTMENT</b>	Department Of Preschool Education		
<b>STUDY LEVEL</b>	Undergraduate		
<b>COURSE CODE</b>	EPA 202	<b>SEMESTER</b>	2o
<b>COURSE TITLE</b>	Mathematical concepts in Preschool Education		
<b>INSTRUCTIONAL ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>NUMBER OF ECTS CREDITS</b>
Lectures		3	4
<b>COURSE TYPE</b>	Foundation, Subject Area		
<b>PREREQUISITIES</b>	n.a.		
<b>LANGUAGE OF INSTRUCTION AND ASSESSMENT</b>	Greek		
<b>COURSE IS OFFERD TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE</b>	<a href="https://eclass.edc.uoc.gr">https://eclass.edc.uoc.gr</a>		

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the development of mathematical thinking from infancy to early years.</li> <li>• Design educational activities that will support the development of mathematical concepts.</li> <li>• Know the aims and the structure of the preschool curriculum that support mathematical thinking.</li> </ul>
<b>General Abilities</b>

- Search, analysis and composition of data and relevant information
- Development of critical thinking
- Promotion of independent, creative and inductive thinking
- Respect of individual differences

### 3. COURSE CONTENT

- Why maths in the nursery?
- How to make math meaningful?
- Teaching approaches for maths
- What maths we do in the nursery
- What maths babies can do
- Counting and quantifying
- Understanding numeration systems
- The development of the concept of number
- The arithmetic operations
- Qualitative relations (sorting, grouping and correspondences).

### 4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

<b>MODE OF INSTRUCTION</b>	lectures	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Use of e-class	
<b>ORGANISATION OF INSTRUCTION</b>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	50
	Personal study	50
	<b>Total</b>	<b>100 ECTS</b>
<b>STUDENTS' ASSESSMENT</b>	Written exams at the end of the term	

### 5. RECOMMENDED READING

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

## EPA 204 (Tutor: K. Trouli)

### 1. GENERAL INFORMATION

<b>SCHOOL</b>	School of Education		
<b>DEPARTMENT</b>	Department Of Preschool Education		
<b>STUDY LEVEL</b>	Undergraduate		
<b>COURSE CODE</b>	EPA 204	<b>SEMESTER</b>	1 <sup>st</sup>
<b>COURSE TITLE</b>	Methodological Approaches in Psychomotor Education		
<b>INSTRUCTIONAL ACTIVITIES</b>	<b>TEACHING HOURS PER WEEK</b>	<b>NUMBER OF ECTS CREDITS</b>	
Lectures	3	4	
<b>COURSE TYPE</b>	Foundation, Subject Area		
<b>PREREQUISITIES</b>			
<b>LANGUAGE OF INSTRUCTION AND ASSESSMENT</b>	Greek		
<b>COURSE IS OFFERD TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE</b>	<a href="https://eclass.edc.uoc.gr/courses/PTPE159/">https://eclass.edc.uoc.gr/courses/PTPE159/</a>		

### 6. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>EPA 152 is a basic introductory lesson aiming at:</p> <ul style="list-style-type: none"> <li>• The initiation of students in the specific terminology of psychomotor education</li> <li>• The approach of specific epistemological issues related to the teaching of psychomotor education.</li> <li>• Involvement of students in the teaching methodology of psychomotor activities in the preschool class.</li> </ul> <p>Upon completion of the course, the student will be able to:</p>



- Be familiar with the specific terminology associated with psychomotor treatment
- To know contemporary theories on which the pedagogical application of psychomotricity is based.
- To know modern theories on which psychomotor education programs are based.
- Be able to organize psychomotor activities according to methodological criteria.
- Understand their role as educators in pre-school education.
- Use the knowledge they have acquired in a way that demonstrates a professional approach to their work.

#### **General Abilities**

- Search, analyze, and synthesize data and information
- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Promoting free, creative and inductive thinking

### **7. COURSE CONTENT**

Concept, subject and beginnings of psychomotricity. Distinction of terms - conceptual clarifications. Developments and trends in psychomotricity (France, Germany, England, Greece). Basic concepts of psychomotricity (body shape, laterality, space and time) and their importance in the educational process. Objectives of psychomotor education in kindergarten. Modern approaches, teaching principles and methods used by psychomotor education to achieve its goals. Instruments and equipment of psychomotor activities and their importance in children development. The role of the teacher in psychomotor activities and his contribution to shaping the personality of the child. Addressees and areas of application of psychomotricity. Psychomotor education as a basic cross-thematic approach. The issue of diversity through the psychomotor approach. Applications of psychomotor activities aiming at the approximation of fundamental concepts presented by the kindergarten curriculum.

### **8. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT**

<b>MODE OF INSTRUCTION</b>	Πρόσωπο με πρόσωπο, μεικτή διδακτική προσέγγιση (θεωρία-πράξη)
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Χρήση Τ.Π.Ε. στη διδασκαλία και στην επικοινωνία με τους φοιτητές, υποστήριξη μαθησιακής διαδικασίας μέσω της ηλεκτρονικής πλατφόρμας e-class

ORGANISATION OF INSTRUCTION	<i>Activity</i>	<i>Semester Workload</i>
	lectures	26
	Exercises focusing on the application of psychomotor activities	11
	Team work in the form of microteaching Ομαδική εργασία εξάσκησης σε μορφή μικροδιδασκαλίας	20
	Personal study of the course material	43
	<b>Total</b>	100
<b>STUDENTS' ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Writing essay</li> </ul>	

#### 9. RECOMMENDED READING

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## EPA 301 (Tutor: M. Markodimitraki)

### 1. GENERAL INFORMATION

<b>SCHOOL</b>	EDUCATION		
<b>DEPARTMENT</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>STUDY LEVEL</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EPA 301	<b>SEMESTER</b>	1 <sup>st</sup>
<b>COURSE TITLE</b>	DEVELOPMENTAL PSYCHOLOGY I		
<b>INSTRUCTIONAL ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>NUMBER OF ECTS CREDITS</b>
Lecturing		3	4
Workshops			
<b>COURSE TYPE</b>	Foundation, Subject Area		
<b>PREREQUISITIES</b>	n.a.		
<b>LANGUAGE OF INSTRUCTION AND ASSESSMENT</b>	GREEK,		
<b>COURSE IS OFFERD TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE</b>			

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
The aim of the course is to introduce students to the Psychology of human development (infant, toddler, child and adolescent). More specific goals of the lecture are the following: a) To initiate students to the branch of Psychology that studies the developing human behavior. b) To provide students with adequate knowledge in order to meet the child as a special psychosomatic organism and independent individual.
<b>General Abilities</b>

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

### 3. COURSE CONTENT

Main contents:

The following issues will be examined: a) Developmental Psychology in modern times. b) The psychic development of the child: meaning, characteristics, stages, ages and developmental factors. c) Child's cognitive development: meaning, development of senses, movements, spatial time μορφών and number perception. d) The multilateral consideration of toddler's, child's, and adolescents psychic life.

### 4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

<b>MODE OF INSTRUCTION</b>	Lecturing in class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Powerpoint, videos as an educational tool in class, e-class, students' web	
<b>ORGANISATION OF INSTRUCTION</b>	<b>Activity</b>	<b>Semester Workload</b>
	13 3-hour lectures	50
	Individual study	50
	<b>Total ECTS</b>	<b>100</b>
<b>STUDENTS' ASSESSMENT</b>	Written exams	

### 5. RECOMMENDED READING

1) Krasanakis, G. (2003). *Psychologia pediu ke efivou (in Greek)*. Heraklion: Sanidas

## EPA 302 (Tutor: M. Pourkos)

### 1. GENERAL INFORMATION

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>DEPARTMENT</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>STUDY LEVEL</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>EPA 302</b>	<b>SEMESTER</b>	4o
<b>COURSE TITLE</b>	PEDAGOGICAL PSYCHOLOGY		
<b>INSTRUCTIONAL ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>NUMBER OF ECTS CREDITS</b>
Lectures and practical classes/exercises			4
<b>COURSE TYPE</b>	Foundation, Subject Area		
<b>PREREQUISITIES</b>	Developmental Psychology Methodology of Psychopedagogical Research		
<b>LANGUAGE OF INSTRUCTION AND ASSESSMENT</b>	Greek		
<b>COURSE IS OFFERED TO ERASMUS STUDENTS</b>	Yes (with coursework in English or Polish language)		
<b>COURSE WEBSITE</b>	<a href="http://eclass.edc.uoc.gr/eclass/courses/PTPE120/">http://eclass.edc.uoc.gr/eclass/courses/PTPE120/</a>		

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>The course is compulsory and aims to introduce students on purpose, objectives, basic concepts, theoretical and methodological approaches of Pedagogical Psychology, and especially on the concepts of psychopedagogic theory and practice and its related issues of psychological foundation of educational, learning and developmental processes and key factors that influence and form them. The main objective of the course is the systematic study and critical discussion, analysis and evaluation of basic issues referring to Pedagogical Psychology. Finally, the aim of the course is to understand the importance of alternative psychopedagogical approaches in contemporary fluid, globalized and rapidly changing postmodern society. Upon successful completion of this course the student will have gained awareness, familiarity, knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. The main theories and methodological research approaches and applications of Pedagogical Psychology.</li> <li>2. The contemporary trends concerning the issues of psychopedagogic theory and practice.</li> <li>3. The presence, origin and the regulatory role of temperament in affective, cognitive and socio-moral functions and behavior of students (e.g. their adjustment difficulties and behavior problems).</li> <li>4. The basic psycho-pedagogical principles and the role of the three psychopedagogic frameworks in three psychopedagogic systems (family, school, society) in communication and in learning, developmental and knowledge acquisition processes.</li> </ol>

5. The psychopedagogic importance of ecological and systemic concepts such as context, ecological niches, structural and functional couplings, emotional differentiation of self, emotional triangles, etc.
6. The psycho-educational importance of processes of attention, perception, mediation and cognitive scaffolding.
7. The psycho-pedagogical role of tools, multimodality and body-based (perceptual systems), arts-based and narrative-based qualitative psychopedagogic methods in educational, learning and developmental processes.
8. How cognitive processes (perception, imagination, classification, generalization and abstraction, deductive thinking and inference, language and memory capacities, imaginative and heuristic processes, problem solving processes, processes of self-analysis and self-awareness, kinesthetic processes, socio-moral processes) are situated and contextualized (pragmatically, interpersonally, culturally, etc.).
9. The role of emotional group dynamics of the psychopedagogic climate in communication, learning and developmental processes of students within the classroom.
10. Basic issues of emotional and socio-moral learning and development.
11. Alternative psycho-pedagogical approaches in the context of educational, learning and developmental processes.
12. The objectives, methods and approaches of Experiential, Heuristic and Narrative-Dialogic Psychopedagogy.

#### **General Abilities**

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

### **3. COURSE CONTENT**

1. Purpose, objectives, basic concepts, history of Pedagogical Psychology. The historical development of Pedagogical Psychology in Greece and the world. The place of Pedagogical Psychology among other disciplines of psychology.
2. Theoretical and methodological approaches of Pedagogical Psychology.
3. The meaning of psychopedagogic system and its fundamental elements (psychology of students, psychology of teachers, psychology of teaching, social psychology of the classroom, psychological dimensions of assessment, socio-cultural values, ideals of education, the aims of education concerning learning and developmental processes ).
4. Psychological processes, self, family, school, community: systemic couplings and the perspective of Pedagogical Psychology.
5. Individual differences of students/teachers, students with special needs and alternative psychopedagogic approaches.
6. Contexts (pragmatic, spatial-temporal, interpersonal, cultural, etc.), play, social interaction, tools, technologies, symbols and emotional and cognitive processes (perception, imagination, classification, generalization and abstraction, deductive thinking and inferences, language and memory capacities, imaginative and heuristic processes, solve problem processes, processes of self-analysis and self-knowledge, kinesthetic processes, socio-moral processes).
7. Perception, lived experience and representations (e.g. pictures, language, narratives etc.): their role in the process of children's education, learning and development.
8. The role of play and social interaction of children with adults and peers (guided participation, zone of proximal development, holding environment, psychopedagogic

- scaffold, processes of active attention and attunement, etc.) in the processes of education learning and development. Interaction between teaching, learning and development.
9. Brain, body and processes of education, learning and development.
  10. Motivation and educational, learning and developmental processes.
  11. Psychopedagogic aspects of classroom management: how to form an effective educational, learning and developmental environment.
  12. Psychopedagogic dimensions of strategic planning and teaching. Teaching, learning and development as a socio-historical-cultural and narrative-dialogic process: the methodological perspective of eco-bodily-experiential approach. The role of narratives and metaphors in educational, learning and developmental processes. Creative education and learning.
  13. Problems and difficulties in educational, learning and developmental processes.
  14. Psychopedagogic dimensions concerning issues of assessment of learning-developmental process.
  15. Criticism of cognitivism in education and basic assumptions of alternative approaches (ecological, systemic, socio-historical, cultural, embodied, dialogic-narrative, multimodal). The assumptions of eco-bodily-experiential approach.
  16. The assumptions of Experiential, Heuristic and Narrative-Dialogic Psychopedagogy in emotional, socio-moral and cognitive learning and development.

#### 4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

<b>MODE OF INSTRUCTION</b>	<p>The three-hour lessons taught on a weekly basis in the amphitheater through lectures, group discussions, problem solving and critical-reflection activities using primary sources, educational DVDs and other online internet material.</p> <p>Part of the teaching process is the not compulsory work (essay) chosen by the student, which takes the form of experiential exercises.</p>	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	<p>Use of primary sources, educational DVDs and other online internet material (the main teaching tools will include the use of computer and a data projector). Use of experiential-multimodal educational material. Extra teaching-learning material and consolidation exercises will also be provided in the e-learning platform 'e-class'.</p>	
<b>ORGANISATION OF INSTRUCTION</b>	<i>Activity</i>	<i>Semester Workload</i>
	Lectures	40
	<p>Laboratorial-experiential essay (not compulsory) work that focuses on the application of qualitative multimodal and alternative-narrative-dialogical tools of Pedagogical Psychology</p> <p>or</p> <p>Critical-reflective essay work (not compulsory) that focuses on the critical elaboration of specific issues within the</p>	40

	scope of Pedagogical Psychology	
	Small individual reflection work (not compulsory) using primary sources of Pedagogical Psychology	10
	Small individual work (not compulsory) concerning methodological research training on selected issues of Pedagogical Psychology	10
	Total course (25 hours workload per credit unit)	<b>100</b>
<b>STUDENTS' ASSESSMENT</b>	Final written examination (100%) or written optional essay work (100%) or written optional essay work (60%) based either on: (a) critical-reflective essay work related to topics of Pedagogical Psychology, or (b) on laboratorial-experiential essay work in the spirit of Experiential, Heuristic and Narrative-Dialogic Psychopedagogy, There is also an optional public presentation in the classroom and submission of short individual essay work (not compulsory) using primary sources (20%).	

## 5. RECOMMENDED READING

- Elliott, S.N., Kratochwill, Th. R. Cook, J.L., & Travers, J.F. (2008). *Educational Psychology: Effective Teaching, Effective Learning* (Eds., A. Leontari & E. Sigolitou, trans. M. Solman & F. Kaliva). Athens: Gutenberg (in Greek).
- Luria, A.P. (1995). *Cognitive Development*. Athens: Ellinika Grammata (in Greek).
- Pourkos, M. (1997a). *The Role of the Context in Human Communication, Education and Socio-Moral Learning. The Eco-Bodily-Experiential Approach as Alternative Proposition to Cognitivism: Toward an Experiential, Heuristic and Communicative Psychopedagogy*. Athens: Gutenberg Publications (in Greek).
- Pourkos, M. (Ed.) (1997b). *Individual Differences and Alternative Psychopedagogic Approaches*. Athens: Gutenberg Publications (in Greek).
- Pourkos, M. (Ed.) (2008). *Embodied Mind, Situated Knowledge and Education: Approaching the Poetics and Culture of the Thinking Body*. Athens: Gutenberg Publications (in Greek).
- Pourkos, M. (Ed.) (2009). *Art-Play-Narrative: Psychological and Psychopedagogic Dimensions*. Athens: Topos Publications (in Greek).
- Pourkos, M. (Ed.) (2011). *Socio-Historical-Cultural Approaches in Psychology and Education*. Athens: Diadrasi Publications (in Greek).
- Pourkos, M. (Ed.) (2013). *Possibilities and Limits of Mixed Methodologies in Social, Psychological and Educational Research: Epistemological and Methodological Issues of Expanding Research Design*. Athens: Ion Publications (in Greek).
- Pourkos, M. (Ed.) (2014). *Perspectives and Limits of Dialogism in Mikhail Bakhtin: Applications in Psychology, Art, Education and Culture*. Germany: LAP LAMBERT Academic Publishing (in English).
- Pourkos, M. (Ed.) (2015a). *The Absent Presence of the Body and Lived Experience in Educational, Learning and Developmental Processes*. Athens: Topos Publications (in Greek).



- Pourkos, M. (Ed.) (2015b). *Lived Experience and Arts-based Qualitative Research Methods: Epistemological-methodological Issues and New Perspectives*. Thessaloniki: Nissides Publications (in Greek).
- Pourkos, M. (Ed.) (2016a). *Perspectives and Limits of Dialogism in Mikhail Bakhtin: Applications in Psychology, Art, Education and Culture*. Patra: Opportuna (in Greek).
- Pourkos, M. (2016b). *Context, Body, Lived Experience, Representations: Fundamental Issues of Psychology and Psychopedagogy*. Athens: Gutenberg Publications.
- Pourkos, M. (Ed.) (2017a). *The Body as a Locus of Experiences, Identities and Social Meanings*. Athens: Okto.
- Pourkos, M. (Ed.) (2017b). *The Body as a Locus of Information, Learning and Knowledge: New Perspectives in Epistemology and Methodology of Qualitative Research*. Thessaloniki: Disigma.
- Pourkos, M., & Dafermos, M. (Eds.) (2010a). *Qualitative Research in Social Sciences: Epistemological, Methodological and Ethical Issues*. Athens: Topos Publications (in Greek).
- Pourkos, M., & Dafermos, M. (Eds.) (2010b). *Qualitative Research in Psychology and Education: Epistemological, Methodological and Ethical Issues*. Athens: Topos Publications (in Greek).
- Pourkos, M., & E. Katsarou (Eds.) (2011). *Lived Experience, Metaphor and Multimodality: Implications in Communication, Education, Learning and Knowledge*. Thessaloniki: Nissides Publications (in Greek).
- Pourkos, M. & Kontopodis, M. (2005). How 16-Years Old Students Experience Time in School. *Psychologia*, 12(2), 249-275 (in Greek).
- Slavin, R.E. (2007). *Educational Psychology: Theory and Practice* (Eds. K.M. Kokkinos, trans. E. Ekkekaki). Athens: Metechmio (in Greek).
- Vygotsky, L.S. (1988). *Thought and Speech*. Athens: Gnosi (in Greek).
- Vygotsky, L.S. (1997). *Mind in Society, The Development of Higher Psychological Processes*. Athens: Gutenberg (in Greek).

## EPA 304 (Tutor: Th. Eleftherakis)

### 1. GENERAL INFORMATION

<b>SCHOOL</b>	FACULTY OF EDUCATION		
<b>DEPARTMENT</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>STUDY LEVEL</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>EPA 304</b>	<b>SEMESTER</b>	1
<b>COURSE TITLE</b>	SOCIOLOGY OF EDUCATION		
<b>INSTRUCTIONAL ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>NUMBER OF ECTS CREDITS</b>
Lecturing		3	4
<b>COURSE TYPE</b>	Foundation, Subject Area		
<b>PREREQUISITIES</b>			
<b>LANGUAGE OF INSTRUCTION AND ASSESSMENT</b>	GREEK		
<b>COURSE IS OFFERD TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE</b>	<a href="https://elearn.uoc.gr">https://elearn.uoc.gr</a>		

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
The course offers to the students a familiarization with the basic concepts of the Sociology of Education and helps them build up the appropriate theoretical background, which is necessary for the realization of the institutions, processes and results of the modern educational systems, their relations with other institutions, as well as their role in the reproduction or the destruction of social inequalities.
<b>General Abilities</b>
<ul style="list-style-type: none"> <li>• Search, analysis and composition of data and relevant information</li> <li>• Decision making</li> <li>• Independent work</li> <li>• Group work</li> <li>• Promotion of independent, creative and inductive thinking</li> </ul>

### 3. COURSE CONTENT

<p>Main contents:</p> <p>Sociology and Sociology of Education (A. Compte, I. Dewey, E. Durkheim, F. Tonnies, K. Mannheim, F. Clark). Society, Social Change and Revolution. Components of Sociology of Education (Socialization Social integration. Civilization. Education - Moral tuition - Culture). Forms of family constitution and socialization (family Forms, upbringing practice). Social Origin and Socialization (Social class, family social class and school</p>
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progress). National or class school? School knowledge as an 'ideology of chief order'.  
 The role of the school in Modern Society. The Social Inequality inside Education  
 (Theories: I. Coleman and Chr. Jencks, B. Bernstein, A. Jensen, T. Parsons, P. Bourdieu).

#### 4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

<b>MODE OF INSTRUCTION</b>	Lecturing in class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Specific Educational computer applications for scheduling essays and documents, Management and Scheduling Tools, digital aid platforms, support of Educational Programme via distant digital e-learning programs e-learn (Moodle) Use of the digital educational platform e-learning (E-LEARN)	
<b>ORGANISATION OF INSTRUCTION</b>	<b>Activity</b>	<b>Semester Workload</b>
	LECTURER	39
	Autonomous Study	61
	<b>Total (25 hours of workload for each ECTS credit)</b>	<b>100</b>
<b>STUDENTS' ASSESSMENT</b>	I. Final written examination (100%) comprising: Benchmarking data theory, Comparison and evaluation of theory elements and orology II. Presentation and writing individual essay reinforcing the degree Work (40%). All data and information of the evaluation can be found at the following digital resource: <a href="https://elearn.uoc.gr">https://elearn.uoc.gr</a>	

#### 5. RECOMMENDED READING

- 1.Nikolaou, S-M, Eleftherakis, Th. ,e.t.c. (2018). New Approaches in Education and Democracy. Social and Educational Approaches in Democratic Education. Athens. Gutenberg
- 2.Kalogiannaki, P. & Karras, K. (2012). The "LANGUAGE OF WALL". The graffiti at the University at the time of 'crisis'. Athens: Dardanos.
- 3.Eleftherakis, Th. (2006). National School? Athens: Gutenberg.
- 4.Nikolaou, S.-M. (2009). Theoretical questions in the Sociology of Education. "" . Athens: Gutenberg.

## EPA 401 (Tutor: N. Zaranis)

### 1. GENERAL INFORMATION For students with RN ending in an odd number

<b>SCHOOL</b>	FACULTY OF EDUCATION		
<b>DEPARTMENT</b>	Department of Preschool Education		
<b>STUDY LEVEL</b>	Undergraduate		
<b>COURSE CODE</b>	ΕΠΑ 401	<b>SEMESTER</b>	1 <sup>ο</sup>
<b>COURSE TITLE</b>	Information Technology in Education I		
<b>INSTRUCTIONAL ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>NUMBER OF ECTS CREDITS</b>
Lectures and exercises in Laboratory		3	4
<b>COURSE TYPE</b>	Foundation, Subject Area, Skills Development		
<b>PREREQUISITIES</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND ASSESSMENT</b>	Greek		
<b>COURSE IS OFFERD TO ERASMUS STUDENTS</b>	Yes (in English)		
<b>COURSE WEBSITE</b>	<a href="http://eclass.edc.uoc.gr/eclass/courses/PTPE127/">http://eclass.edc.uoc.gr/eclass/courses/PTPE127/</a>		

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>The aim of the course is to introduce students in the creative and constructive exploitation of multiple uses of computer in the Kindergarten.</p> <p>The topics that will be taught during the course are: a) Educational Operations of Computer: attitudes and opinions with regard to the introduction of New Technologies in preschool education, advantages/disadvantages b) The educational use of computer: as cognitive object, as source of information and as cognitive tool c) Fundamentals of Computer d) Windows operating system (windows XP, vista) e) Word Processor (Microsoft Word) f) Spread sheet (Excel) g) Designing Presentations (Power Point).</p> <p>Upon successful completion of this course the student will be able to:</p> <ul style="list-style-type: none"> <li>• understood the educational functions of the computer, and the attitudes and opinions about the introduction of new technologies (NT) in early childhood education</li> <li>• know of the advantages / disadvantages of computer application in education</li> <li>• know of the educational computer use: as a source of information and as a cognitive tool</li> <li>• Know the basics of computer</li> <li>• Know of the operating system windows</li> <li>• Know of the word processor (Microsoft Word)</li> <li>• Know of spreadsheet (Excel)</li> <li>• Schedule presentations (Power Point).</li> </ul>

<b>General Abilities</b>
Search, analysis and synthesis of data and information, and the use of essential technologies

### 3. COURSE CONTENT

<p>i. Educational computer functions</p> <p>ii. Attitudes and opinions about the introduction of new technologies (NT) in early childhood education</p> <p>iii. The introduction of new technologies (NT) in early childhood education, advantages / disadvantages</p> <p>iv. The educational computer use: as a discipline, as a source of information and as a cognitive tool</p> <p>v. Basic elements of Computers</p> <p>vi. The operating system of windows</p> <p>vii. Computer Editor</p> <p>viii. Spreadsheet</p> <p>ix. Power Point Presentations</p>
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### 4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

<b>MODE OF INSTRUCTION</b>	In class and Computer Laboratory	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Basic Software of computer use Support the learning process through the electronic platform e-class	
<b>ORGANISATION OF INSTRUCTION</b>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	30
	Laboratory Exercises	20
	Independent Study	50
	<b>Sum of Course</b>	<b>100</b>
<b>STUDENTS' ASSESSMENT</b>	I. Oral final examination (100%) comprising: - Multiple-choice questions - Open questions	

### 5. RECOMMENDED READING

<ol style="list-style-type: none"> <li>Nicholas Zaranis &amp; Vasileios Oikonomidis, Technologies of Information and Communication in Early Childhood Education. Gregory Editions, Athens 2008.</li> <li>Tasos Mikropoulos &amp; Joanna Bellos, Scenarios Teaching computer, Klidarithmos, Athens 2010.</li> <li>Bill Komis, Introduction to the Teaching of Computer, Klidarithmos, Athens 2005.</li> <li>Vassilios Makrakis, Multimedia in Education, Metaixmio, 2000.</li> </ol>
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## EPA 501 (Tutor: A. Foundoulakis)

### 1. GENERAL INFORMATION

<b>SCHOOL</b>	FACULTY OF EDUCATION		
<b>DEPARTMENT</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>STUDY LEVEL</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EPA 501	<b>SEMESTER</b>	1 <sup>ST</sup>
<b>COURSE TITLE</b>	Modern Greek Language I: Historical development – Literature		
<b>INSTRUCTIONAL ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>NUMBER OF ECTS CREDITS</b>
Lectures and Discussion		3	4
<b>COURSE TYPE</b>	Foundation – Subject area		
<b>PREREQUISITIES</b>	None		
<b>LANGUAGE OF INSTRUCTION AND ASSESSMENT</b>	Modern Greek		
<b>COURSE IS OFFERED TO ERASMUS STUDENTS</b>	Modern Greek		
<b>COURSE WEBSITE</b>			

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
The aim of the course is to acquaint students with various topics relating to the study of language, historical linguistics, Greek grammar, and the language of literature.
<b>General Abilities</b>
<ul style="list-style-type: none"> <li>• Independent work</li> <li>• Team work</li> <li>• Criticism and Self-criticism</li> <li>• Promotion of independent and creative thinking</li> </ul>

### 3. COURSE CONTENT

The course includes an introduction to general linguistics with particular reference to the structuralist schools. Reference is also made to various topics of Modern Greek phonology, morphology and syntax as well as to topics relating to the history of Greek and the relation between language and literature.
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### 4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

<b>MODE OF INSTRUCTION</b>	In the classroom	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>		
<b>ORGANISATION OF INSTRUCTION</b>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	39
	Independent study	61
	Overall	100
<b>STUDENTS' ASSESSMENT</b>	Final written examination	

## 5. RECOMMENDED READING

- A) D. Tompaïdis, *Διδασκαλία Νεοελληνικής Γλώσσας*, Thessaloniki: Vaniias, 1995. (Greek, proposed to be distributed free)
- B) N.S. Mitsis, *Η Διδασκαλία της Γραμματικής στην Πρωτοβάθμια και Δευτεροβάθμια Εκπαίδευση*, Athens: Gutenberg, 1995.
- C) N.S. Mitsis, *Γραμματική και Επικοινωνία: Η Γραμματική ως Θεωρία και Πρακτική στο Πλαίσιο της Επικοινωνιακής Προσέγγισης της Γλώσσας*, Athens: Gutenberg, 2015.
- D) A.-F. Christidis, *Ιστορία της Ελληνικής Γλώσσας από τις Αρχές έως την Ύστερη Αρχαιότητα*, Thessaloniki: Institute of Modern Greek Studies, Manolis Triantafyllides Institution, 2001. (Greek)
- E) S. Chatzisanvidis, *Νεοελληνική Γραμματική: Θεωρητικές Βάσεις και Περιγραφή. Φωνητική, Φωνολογία, Μορφολογία, Σύνταξη, Σημασιολογία, Λεξιλόγιο Πραγματολογία*, Thessaloniki: Vaniias, 2012.
- F) G. Horrocks, *Ελληνικά: Ιστορία της Γλώσσας και των Ομιλητών της*, μτφρ. Μ. Σταύρου, Μ. Τζεβελέκου του *Greek: A History of the Language and its Speakers*, Athens: Estia, 2006. (Greek)
- G) D. Holton, P. Mackridge, E. Philippaki-Warburton, *Γραμματική της Ελληνικής Γλώσσας*, μετ. Β. Σπυρόπουλος του *Greek Grammar: A Comprehensive Grammar of the Modern Language*, Athens: Patakis, 1999. (Greek)
- H) P.A.M. Seuren, *Western Linguistics: An Historical Introduction*, Oxford: Blackwell, 1998.

## EPA 601 (Tutor: M. Linardakis)

### 1. GENERAL INFORMATION

<b>SCHOOL</b>	EDUCATION		
<b>DEPARTMENT</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>STUDY LEVEL</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EPA602(STA100)	<b>SEMESTER</b>	3 <sup>rd</sup> or 4 <sup>th</sup>
<b>COURSE TITLE</b>	STATISTICS IN EDUCATION I		
<b>INSTRUCTIONAL ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>NUMBER OF ECTS CREDITS</b>
Lecturing			4
<b>COURSE TYPE</b>	Subject knowledge		
<b>PREREQUISITIES</b>	n.a.		
<b>LANGUAGE OF INSTRUCTION AND ASSESSMENT</b>	GREEK,		
<b>COURSE IS OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE</b>			

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>Understanding Statistics as a tool for data analysis in education, and interpretation of the results.</p> <p>Students are intended to be able, after the completion of the course, to understand basic statistical concepts and be able to attend literature on quantitative surveys. Moreover, they will be able to conduct assessments with descriptive statistics and a limited number of statistical analyses.</p>
<b>General Abilities</b>
<ul style="list-style-type: none"> <li>• Search, analysis and composition of data and relevant information</li> <li>• Decision making</li> <li>• Independent work</li> <li>• Group work</li> <li>• Promotion of independent, creative and inductive thinking</li> <li>• Work in an international environment</li> <li>• Work in a multidisciplinary environment</li> <li>• Generating new research ideas</li> <li>• Design and project management</li> </ul>

### 3. COURSE CONTENT

<p>Main contents:</p> <p>Population and sample. Basic concepts of Statistics. Descriptive Statistics.</p>
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Standardized values. Coefficient of variation. The five numbers summary.

Graphical display (box and whiskers plot, stem and leaf plot, histogram, pie chart).

Elements of probability theory and combinations. Basic discrete and continuous distributions (Binomial, Poisson, normal).

Hypothesis testing. Correlation coefficient. Simple linear regression.  $\chi^2$  test.

#### 4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

<b>MODE OF INSTRUCTION</b>	Lecturing in class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Use of students web. Statistical software	
<b>ORGANISATION OF INSTRUCTION</b>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	50
	Practice	10
	Homework	10
	<i>Study</i>	30
	<b>Total</b> <i>(25 hours of workload for each ECTS credit)</i>	<b>100</b>
<b>STUDENTS' ASSESSMENT</b>		

#### 5. RECOMMENDED READING

Χλουβεράκης Γ., Εισαγωγή στη Στατιστική, Πεδίο, 2011.

Ρούσσος Π., Τσαούσης Ι., Στατιστική εφαρμοσμένη στις κοινωνικές επιστήμες, Τόπος, 2011.

## EPA 701 (Tutor: S. Zervoudakis)

### 1. GENERAL INFORMATION

<b>SCHOOL</b>	FACULTY OF EDUCATION		
<b>DEPARTMENT</b>	PRESCHOOL EDUCATION		
<b>STUDY LEVEL</b>	Undergraduate		
<b>COURSE CODE</b>	EPA 701	<b>SEMESTER</b>	1st
<b>COURSE TITLE</b>	MUSIC AND RHYTHMIC EDUCATION I		
<b>INSTRUCTIONAL ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>NUMBER OF ECTS CREDITS</b>
Lectures, Practice and Workshops		3	3
<b>COURSE TYPE</b>	General Knowledge, Skills Development		
<b>PREREQUISITES</b>	n.a.		
<b>LANGUAGE OF INSTRUCTION AND ASSESSMENT</b>	Greek		
<b>COURSE IS OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE WEBSITE</b>			

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p><i>This is the orientation course in which basic music knowledge is taught. Students get informed about the basic elements of European Music Education, the methods and approaches of teaching music to preschool children. At the end of the courses students will be able to:</i></p> <ul style="list-style-type: none"> <li>• <i>Understand the significance of voice as a way of expressing oneself, sing melodies and children songs in tune.</i></li> <li>• <i>Synchronize and correspond to rhythmic patterns.</i></li> <li>• <i>Learn to use music notation of European music.</i></li> <li>• <i>Accompany their music experiences with sound movements and percussion instruments.</i></li> <li>• <i>Acquire a list of simple songs for preschool children.</i></li> </ul>
<b>General Abilities</b>
<ul style="list-style-type: none"> <li>• <i>Working individually</i></li> <li>• <i>Working in a team</i></li> <li>• <i>Searching, analyzing and combining data and information using appropriate information</i></li> </ul>

### 3. COURSE CONTENT

- i. Important characteristics in music theory: Timbre, melody, rhythm, dynamics, form and harmony.
- ii. European music notation and sol fez.
- iii. Means of music expression: Voice, body language, class music instruments.
- iv. Choosing and teaching songs for preschool children.
- v. Learning to play simple percussion instruments in order to accompany rhymes or songs movements and improvisation.
- vi. Music listening program consist selected compositions of children and traditional songs from different countries and ,various music styles, traditional music instruments and instruments of symphony orchestra ,music which describe a story ,music

### 4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

<b>MODE OF INSTRUCTION</b>	Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	ICT in class and in communication	
<b>ORGANISATION OF INSTRUCTION</b>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	10
	Practice	20
	Workshops	10
	Interactive Teaching	10
	Individual Study	25
	<i>Course total</i>	<i>75</i>
<b>STUDENTS' ASSESSMENT</b>	1.Final Oral Exams (80%) 2.Written Paper (20%)	

### 5. RECOMMENDED READING

Jukka maki. Η χαρά της μουσικής.Βιβλίο για το δάσκαλο. Πατάκης 1995,(προτείνεται να διανεμηθεί δωρεάν).

Σπ.Καψάσκη – Σπ.Λάμπρου .Τα πρώτα μου τραγούδια .Εκδόσεις Μικρή πολιτεία, (προτείνεται να διανεμηθεί δωρεάν).

Abbado C.Το σπίτι των ήχων. Πανεπιστημιακές Εκδόσεις Κρήτης.

Otto Karolyi: Εισαγωγή στη μουσική. Νεφέλη 1983.

## EPA 702 (Tutor: S. Zervoudakis)

### 6. GENERAL INFORMATION

<b>SCHOOL</b>	FACULTY OF EDUCATION		
<b>DEPARTMENT</b>	PRESCHOOL EDUCATION		
<b>STUDY LEVEL</b>	Undergraduate		
<b>COURSE CODE</b>	<b>EPA 702</b>	<b>SEMESTER</b>	2nd
<b>COURSE TITLE</b>	MUSIC AND RHYTHMIC EDUCATION II		
<b>INSTRUCTIONAL ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>NUMBER OF ECTS CREDITS</b>
Lectures, Practice and Workshops		3	3
<b>COURSE TYPE</b>	General Knowledge, Skills Development		
<b>PREREQUISITES</b>	EPA 701		
<b>LANGUAGE OF INSTRUCTION AND ASSESSMENT</b>	Greek		
<b>COURSE IS OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE WEBSITE</b>			

### 7. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p><i>The course contributes to the consolidation of the orientation course. It helps students become creative, make choices and work in a team.</i></p> <p><i>At the end of the course students will be able to:</i></p> <ul style="list-style-type: none"> <li>• <i>Choose and plan music experience appropriate to preschool children. These could be about Performing-Reading, Creating and Listening –Describing.</i></li> <li>• <i>Work in a team and use all the ways in which sounds can be produced artistically i.e. voice, body language, class instruments, in order to tell stories or express ideas or feelings.</i></li> <li>• <i>Pick up pictures, geometric designs and other symbols which represent various characteristics of sounds as well as the elements of music.</i></li> <li>• <i>Use different types of music games to reach the targets of the course.</i></li> </ul>
<b>General Abilities</b>
<ul style="list-style-type: none"> <li>• Working individually</li> <li>• Working in a team</li> <li>• Searching, analyzing and combining data and information using appropriate</li> </ul>

technology.

- Planning and organizing material.

## 8. COURSE CONTENT

- Text rhythm : rhythmic word or line processing.
- Melody composition based on words.
- Presentation and instruction of simple or more complicated modern Greek songs for early childhood.
- Music notation corresponding with children's perception. Relationship between music sounds and notation.
- Listening, analysing and processing classical music for younger listeners.
- Interdisciplinary approaches focusing on music.

## 9. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

<b>MODE OF INSTRUCTION</b>	Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	ICT in class and in communication	
<b>ORGANISATION OF INSTRUCTION</b>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	10
	Practice	20
	Workshops	10
	Interactive Teaching	10
	Individual Study	25
	Course total	75
<b>STUDENTS' ASSESSMENT</b>	1.Final Oral Exams (80%) 2.Written Paper (20%)	

## 10. RECOMMENDED READING

Μακροπούλου - Βαρελάς .Μουσική το πιο συναρπαστικό παιχνίδι. Fagotto (προτείνεται να διανεμηθεί δωρεάν)

Αντωνακάκη – Χιωτάκη: Μουσική Παιδαγωγική .Καστανιώτης 2007.

Σέργη Λ. Δημιουργική Μουσική Αγωγή. Gutenberg, 1989.

Gertrud Meyer –Denkmanm : Πειραματισμοί στον ήχο.Νικολαΐδης 1989.

Ger Storms: 100 Μουσικά παιχνίδια. Νικολαΐδης

## COMPULSORY ELECTIVES

EPA 109 (Tutor: E. Synodi)

### GENERAL INFORMATION

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>DEPARTMENT</b>	DEPARTMENT OF PRECHOOL EDUCATION		
<b>STUDY LEVEL</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>ΕΠΑ 109</b>	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	COMPARATIVE EARLY CHILDHOOD EDUCATION		
<b>INSTRUCTIONAL ACTIVITIES</b>	<b>TEACHING HOURS PER WEEK</b>	<b>NUMBER OF ECTS CREDITS</b>	
	3	4	
<b>COURSE TYPE</b>	LECTURE, OBLIGATORY ELECTIVE		
<b>PREREQUISITIES</b>	NO		
<b>LANGUAGE OF INSTRUCTION AND ASSESSMENT</b>	GREEK		
<b>COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE</b>			

### LEARNING OUTCOMES

<b>Learning Outcomes</b>
Critical thinking Intercultural communication Perception on human nature, learning and development Culture and education Antiracism and anti-discriminatory education
<b>General Abilities</b>
<ul style="list-style-type: none"> <li>• Individual work</li> <li>• Team work</li> <li>• Respect to diversity and multiculturalism</li> <li>• Promotion of free creative and critical thinking</li> <li>• Adjustment to new situations</li> <li>• Demonstration of social, professional and moral responsibility and sensitivity</li> </ul>

### COURSE CONTENT

The implementation of the Convention of the rights of the child in Greece and other countries. Respecting and facilitating children to enjoy their rights mainly those of participation in education
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### METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

<b>MODE OF INSTRUCTION</b>	In class
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<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	<b>Powerpoints, students' web, slides, videos</b>	
<b>ORGANISATION OF INSTRUCTION</b>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	26
	Individual work (optional)	16
	Presentation of work	3
	Study	45
	Work in class	3
	Interactive teaching	7
<b>TOTAL</b>	<b>100</b>	
<b>STUDENTS' ASSESSMENT</b>	<p>WRITTEN EXAMINATION (100%)  And for those presenting and submitting a paper  I. Written examination (70%)  II. An optional additional written paper. (30%)  The above are discussed in the first lecture and can be found on the students' web</p>	

#### RECOMMENDED READING

1. Τα δικαιώματα του παιδιού: Ο δρόμος προς την ελευθερία, Στάθης Μπάλιας, Εκδόσεις Παπαζήση, 2011
2. ΑΝΘΡΩΠΙΝΑ ΔΙΚΑΙΩΜΑΤΑ - ΔΙΚΑΙΩΜΑΤΑ ΤΟΥ ΠΑΙΔΙΟΥ ΚΑΙ ΕΚΠΑΙΔΕΥΣΗ ΠΑΝΤΑΖΗΣ ΒΑΣΙΛΗΣ, ΑΤΡΑΠΟΣ, 2009
3. ΤΑ ΔΙΚΑΙΩΜΑΤΑ ΤΟΥ ΠΑΙΔΙΟΥ, ΙΣΤΟΡΙΚΗ ΔΙΑΣΤΑΣΗ, ΣΥΓΧΡΟΝΗ ΕΞΕΛΙΞΗ ΚΑΙ Η ΔΙΕΘΝΗΣ ΣΥΜΒΑΣΗ ΓΙΑ ΤΑ ΔΙΚΑΙΩΜΑΤΑ ΤΟΥ ΠΑΙΔΙΟΥ, (2015) ΦΑΣΟΥΛΗΣ Ν. ΒΑΣΙΛΗΣ. Εκδόσεις: Παπαζήσης.
4. Οικονομίδης, Β.Δ. & Ελευθεράκης, Θ. Γ. (Επιμ.). Εκπαίδευση, Δημοκρατία και Ανθρώπινα Δικαιώματα.

## EPA (Tutor: B. Grammatikopoulos)

### 1. GENERAL INFORMATION

<b>SCHOOL</b>	EDUCATION		
<b>DEPARTMENT</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>STUDY LEVEL</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EPA 110	<b>SEMESTER</b>	4 <sup>th</sup>
<b>COURSE TITLE</b>	Educational Evaluation		
<b>INSTRUCTIONAL ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>NUMBER OF ECTS CREDITS</b>
Lecturing Workshops		3	4
<b>COURSE TYPE</b>		Subject knowledge	
<b>PREREQUISITIES</b>		NO	
<b>LANGUAGE OF INSTRUCTION AND ASSESSMENT</b>		GREEK - ENGLISH	
<b>COURSE IS OFFERD TO ERASMUS STUDENTS</b>		YES	
<b>COURSE WEBSITE</b>		<a href="http://eclass.edc.uoc.gr/eclass/courses/PTPE106/">http://eclass.edc.uoc.gr/eclass/courses/PTPE106/</a>	

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>The module presents the different aspects of educational evaluation. It will introduce to students into the different models of evaluation, and their theoretical and scientific background. Moreover, throughout the module important topics of a) applied evaluation procedures, b) contemporary educational program evaluation theories, c) known taxonomies are presented and analysed.</p> <p>After the successful completion of the module the students will be able to:</p> <ul style="list-style-type: none"> <li>• Become aware of the terms and dimensions of evaluation (e.g. student evaluation, teaching effectiveness evaluation, program evaluation)</li> <li>• Present the basic theoretical models and types of evaluation</li> <li>• Understand the structure of the contemporary methods in educational evaluation</li> <li>• Have the capacity and knowledge in order to design and implement valid evaluation procedures in education</li> </ul>
<b>General Abilities</b>
<ul style="list-style-type: none"> <li>• Search, analysis and composition of data and relevant information</li> <li>• Decision making</li> <li>• Independent work</li> <li>• Group work</li> <li>• Promotion of independent, creative and inductive thinking</li> <li>• Work in an interdisciplinary environment</li> </ul>



### 3. COURSE CONTENT

Main contents:

- Introduction in evaluation theory
- Principals of evaluation
- Objects, goals, & criteria of evaluation
- Main types and functions of evaluation
- Evaluation models
- Educational program evaluation
- Examples of theory and methods in evaluation
- Teacher evaluation
- Student evaluation
- Knowledge evaluation vs evaluation for knowledge
- Alternative methods of educational evaluation

### 4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

<b>MODE OF INSTRUCTION</b>	Lecturing in class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Use of the of e-learning	
<b>ORGANISATION OF INSTRUCTION</b>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	26
	Methodological tasks & study analyses of assessment and measurements in small group of students	13
	Group assignment	7
	Individual assignment	13
	Independent individual study	41
	<b>Total (25 hours of workload for each ECTS credit)</b>	<b>100</b>
<b>STUDENTS' ASSESSMENT</b>	Independent individual study (50%) Individual assignment (30%) Group assignment (20%)	

### 5. RECOMMENDED READING





- Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2011). *Program evaluation: Alternative approach and practical guidelines*. Boston, MA: Allyn & Bacon.
- Mertens, D. M. & Wilson, A. T. (2012). *Program evaluation theory and practice: A comprehensive guide*. New York, NY: The Guilford Press.
- Mertens, D. M. (2010). *Research and evaluation in education and psychology*. Thousand Oaks, CA: Sage.
- Stufflebeam, D. L., & Shinkfield A. J. (2011). *Evaluation theory, models, and applications*. Jossey-Bass.

## EPA 111 (Tutor: E. Argyropoulou)

### 1. GENERAL INFORMATION

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>DEPARTMENT</b>	PRESCHOOL EDUCATION		
<b>STUDY LEVEL</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	<b>EPA 111</b>	<b>SEMESTER</b>	<b>Winter</b>
<b>COURSE TITLE</b>	<b>ORGANIZATION AND MANAGEMENT IN EDUCATION</b>		
<b>INSTRUCTIONAL ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>NUMBER OF ECTS CREDITS</b>
LECTURES, CASE STUDIES ANALYSIS AND SIMULATION		3	4
<b>COURSE TYPE</b>	BACKGROUND KNOWLEDGE – SCIENTIFIC/RESEARCH AREA		
<b>PREREQUISITIES</b>			
<b>LANGUAGE OF INSTRUCTION AND ASSESSMENT</b>	GREEK		
<b>COURSE IS OFFERD TO ERASMUS STUDENTS</b>	YES IN ENGLISH		
<b>COURSE WEBSITE</b>			

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
The objective of the course is to familiarize students with a wide spectrum of learning and research in the field of the organization and management of education. Emphasis is placed on the management and the leadership skills in preschool education. By the end of the course the students will be able to understand and analyze the educational environment in which they are expected to work.
<b>General Abilities</b>
<ul style="list-style-type: none"> <li> Literature research and knowledge acquisition with the support of ITT</li> <li> Adaptability to new situations</li> <li> Cooperative work to accomplish a project-development of communicative skills</li> <li> Critical analysis and self-critique skills</li> </ul>

### 3. COURSE CONTENT

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

#### 4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

<b>MODE OF INSTRUCTION</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	ITT use in class Learning support via the e-class platform	
<b>ORGANISATION OF INSTRUCTION</b>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures- Case Studies analysis	39
	Group project in a given Case Study or on a selected area	15
	Self-study	46
	<i>Total study hours</i>	100 HOURS/ 4 ECTS
<b>STUDENTS' ASSESSMENT</b>	<p>1/ FINAL WRITTEN EXAM (40%): Analysis –discussion and literature-legislation development questions on a given short case study</p> <p>2/ ACTIVE PARTICIPATION IN CLASS (15%): participation in the analysis-discussion of subject-related topics</p> <p>3/GROUP PROJECT WRITING AND PRESENTATION IN CLASS (35%)on a given topic</p> <p>4/MID-TERM FORMATIVE PROGRESS EVALUATION (10%)</p>	

#### 5. RECOMMENDED READING

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

Argyropoulou, E. (2007) **“Organization and Management of Preschool Education”**, Kritiki publications, Athens (in Greek)

**Collection of legislative texts:** P.D 79/2017, M.D. YA105657/2002, National Curriculum for Preschool Education, etc

**Topic-related Journals:** Greek and international by choice

Argyropoulou, E. (2013) Managing and Leading in Early Childhood Education: a study of Heads of centres in Greece, *US-China Education Review B*, vol.3 no 9, pp663-679

Selected Chapters from the following books:

- Ebbeck, M. and Waniganayake, M. (2005)** Early Childhood Professionals: Leading today and Tomorrow, MacLennan and Petty/Elsevier
- Aubrey, C. (2009)** Leading and Managing in the Early Years, Sage
- Rodd, J. (2007)** Leadership in Early Childhood, OUP
- Nivala, V. and Hujala, E. (2002)** Leadership in Early Childhood Education, OULU

## EPA 207 (Tutor: A. Strataridaki)

### 1. GENERAL INFORMATION

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>DEPARTMENT</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>STUDY LEVEL</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	EPA 207	<b>SEMESTER</b>	1 <sup>st</sup> (Spring)
<b>COURSE TITLE</b>	Teaching History to Young Children		
<b>INSTRUCTIONAL ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>NUMBER OF ECTS CREDITS</b>
Lectures		3	4
<b>COURSE TYPE</b>	Social Science		
<b>PREREQUISITIES</b>	n.a.		
<b>LANGUAGE OF INSTRUCTION AND ASSESSMENT</b>	Greek		
<b>COURSE IS OFFERD TO ERASMUS STUDENTS</b>			
<b>COURSE WEBSITE</b>			

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>Students are introduced a) to the nature of History as a field of study and research, as well as to concepts related to history, such as time, which are significant for understanding History, and b) to basic teaching methods and tools that will facilitate students to teach the historical past to young children, so that the latter begin to become aware of it.</p> <p>Upon completion of the course, the students should be able to:</p> <ul style="list-style-type: none"> <li>• Have understood the concepts that define History.</li> <li>• Have understood the significance of historical and time concepts, in order for them to do research in History.</li> <li>• Utilize the appropriate methodological tools for doing research in History.</li> <li>• Teach young children historical concepts, and what is like doing research in a History topic.</li> </ul>
<b>General Abilities</b>
Self study

### 3. COURSE CONTENT

<ul style="list-style-type: none"> <li>i. What is History? The beginnings of historiography.</li> <li>ii. History as a research field.</li> <li>iii. The value of studying History.</li> <li>iv. The components of the study of History I.</li> <li>v. The components of the study of History II.</li> </ul>
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- vi. How young children perceive the components of History.
- vii. The concepts of time and historical time.
- viii. How young children perceive historical time.
- ix. Historical concepts.
- x. Children's perception of time and historical concepts, according to J. Piaget and L. Vygotsky.
- xi. Children's perception of time and historical concepts, according to J. Bruner.
- xii. Teaching principles in facilitating young children's understanding of time and historical concepts.
- xiii. Practical suggestions for teaching History topics to young children.

#### 4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

<b>MODE OF INSTRUCTION</b>	Class lectures	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>		
<b>ORGANISATION OF INSTRUCTION</b>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures and discussion	39
	Students' self study	61
	<b>Total</b>	<b>100</b>
<b>STUDENTS' ASSESSMENT</b>	Language: Greek  Assessment methods: Final written examination (100%). <ul style="list-style-type: none"> <li>• Short answers (40%)</li> <li>• Essay writing (60%)</li> </ul>	

#### 5. RECOMMENDED READING

Άννα Στραταριδάκη-Κυλάφη, *Η Ιστορία στην Προσχολική Εκπαίδευση: Θεωρητικές θέσεις και ενδεικτικές εφαρμογές*, Αυτοέκδοση, Ρέθυμνο 2006

Δημήτρης Α. Σακκής & Τασούλα Τσιλιμένη, *Ιστορικοί τόποι και περιβάλλον: Διδακτικές προσεγγίσεις για παιδιά προσχολικής και πρωτοσχολικής ηλικίας*, Εκδ. Καστανιώτη, Αθήνα 2007