

University of Crete
Department of Preschool Education

UNDERGRADUATE STUDIES
REGULATIONS

Academic Year 2018-2019

Department of Preschool Education

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B. Goals of the Department

The objectives of the Department of Preschool Education are to:

- Develop and promote the Sciences of Education by means of exemplary teaching, training and research
- Provide graduates with the opportunity to develop skills necessary for an academic and/or professional career
- Contribute to the improvement of education in general and meet the increasing demands of the educational services
- Contribute to debates and solutions regarding current educational issues.

A. Degree Awarded – Professional Prospects

The Department of Preschool Education of the University of Crete awards a Bachelor degree which gives its holder the opportunity to work as a preschool teacher (up to the age of 6). The graduates are also qualified to professionally engage in various social institutions such as:

- State and private kindergartens
- Schools and Institutions for people with special needs
- Nurseries, Day-Care Centres and Crèches
- Children’s hospitals
- Hotels (babysitting and children’s entertainment)
- Children’s Museums and Museums with educational activities for children
- Publishing companies, as contributors to the writing/editing of educational texts and children’s books
- Radio and T.V. productions for children
- Orphanages (e.g. “Children’s Villages S.O.S.”)
- Music and art workshops
- Services, organisations and other kinds of educational institutions
- Institutes of Professional Training (IEK)
- Centres of educational management and consultancy
- Research centres of Education Sciences.

C. Post-Graduate Studies

The graduates of the Department of Preschool Education meet the requirements for postgraduate studies.

D. Regulations and Syllabus

The present Student Guide applies to students entering the Department during the academic year of 2018-2019. Older students should consult the Student Guide they received during their first year of studies.

The objectives of this program of study are to:

- Enhance students’ critical thinking, the quest for knowledge and democratic behaviour.
- Foster the spirit of team work, interdisciplinary partnerships and multicultural coexistence among academic, administrative staff and students.
- Equip future teachers with the necessary skills and values towards professional competence.

1. Course categories

Courses in the Department of Preschool Education are classified into three categories and four types. The three categories are as follows:

- i) Compulsory Core Courses
- ii) Compulsory Elective Courses
- iii) Free Choice Courses

The **Compulsory Core Courses** are courses that the students ought to take and complete successfully, without which they cannot complete their studies.

The **Compulsory Elective** are courses that belong to certain categories. Students must choose a certain number from each subject area.

The **Free Choice Courses** are courses which students either belong to this special category, or they belong to the Compulsory Elective category, and students still prefer to attend them. Students can choose from these two categories or from other departments of the University of Crete in order to complete this particular number. This enables students to pursue further their interests on special issues or particular subjects of the Education Sciences.

The four (4) types of courses are: Lectures, Seminars, Teaching Practice and the B.Ed Dissertation. In Lectures and Seminars registration of students from other Departments is also permitted. Priority is given to students of the Department of Preschool Education.

The lectures that belong to the Compulsory Core Courses, a number of lectures that belong to the Compulsory Elective Courses and Free Choice Courses, the number of Seminars, the Teaching Practice and the Dissertation are compulsory for the successful completion of studies.

Lectures and Seminars are taught for three (3) hours per week. It is at the tutor's discretion to exceed the three teaching hours during Teaching Practice and this is due to the special nature of the teaching subject. For the Dissertation each student has to choose a tutor and the corresponding subject area (subject to availability), who will supervise the dissertation work.

1a. Lectures

Lectures are courses in which a subject is analyzed theoretically and/or practically and then presented to a large group of students. Lectures are included in all the three categories of courses and they form 7 distinctive subject areas and the students have to attend 43 of them in order to be qualified for the degree. Foreign Languages belongs to the category of lectures. The subject areas are the following:

1. Pedagogy (codes: EPA101-199)
2. Teaching methodology for subject areas and the curriculum (codes: EPA 201-299)
3. Social Sciences and Education (codes: EPA301-399)
 - a. Psychology and Special Education
 - b. Sociology
4. Natural sciences and Education (codes: EPA401-499)
 - a. ICT
 - b. Physics
 - c. Mathematics
5. Humanities and Education (codes: EPA501-599)
 - a. Philology, Language and Literacy
 - b. Philosophy
 - c. History
 - d. Theology
6. Psychoeducational Research (codes: EPA601-699)
7. Arts and Physical Education (codes: EPA701-799)
 - a. Music
 - b. Arts and crafts
 - c. Physical Education
8. Foreign Languages (codes: FLG101-199)
 - a. English
 - b. French
 - c. German

In detail, each category includes the following courses:

Compulsory Core Courses (CCC)

Compulsory Core Courses (CCC) belong mainly to the seven first categories (subject areas) of the above list (i.e. Education – Fine Arts and Physical Education) and are primarily offered during the first two (2) years of study because they are necessary for the theoretical background of a trainee preschool teachers. Students are obliged to pursue and pass these courses during the eight (8) semesters of their study in the Department. The number and content of courses offered in each semester cannot change, unless the Department makes different arrangements responding to emerging and unforeseen needs.

Table 1 presents the 23 CCCs:

Table 1: Catalogue of the Compulsory Core Courses

Course Category	Course Code	Course Title
EPA100	EPA101	Introduction to Education
	EPA102	General Teaching Methodology
	EPA103	Early Childhood Education
	EPA104	Introduction to Intercultural Education
	EPA105	Teaching Methodology in Preschool Education
EPA200	EPA201	The oral and written language of preschool children
	EPA202	Mathematical concepts in preschool education
	EPA203	Teaching approaches in aesthetics education
	EPA204	Teaching approaches in psychomotor education
	EPA205	Teaching approaches in science education for the preschool years
	EPA206	Teaching approaches in social sciences
EPA300	EPA301	Developmental psychology I
	EPA302	Educational psychology
	EPA303	Special psychopedagogics of the preschool years
	EPA304	Sociology of Education
EPA400	EPA401	Information Technology in Education I
EPA500	EPA501	Modern Greek I: Historical development – Literature
EPA600	EPA601	Methodology of the psychoeducational research I
	EPA602	Statistics in Education I
EPA700	EPA701	Music and rhythmic education for preschool children I
	EPA702	Music and rhythmic education for preschool children II
	EPA703	Arts and crafts I
	EPA704	Physical education for preschool children I

Note:

Category Codes: **EPA100** = Pedagogy, **EPA200** = Teaching methodology for subject areas and the curriculum, **EPA300** = Social science and education (Psychology, Special education, Sociology), **EPA400** = Physical sciences and education (Physics, IT, Mathematics), **EPA500** = Humanities and education (Philology, Language, Literature, Philosophy, History, Theology), **EPA600** = Psychoeducational research, **EPA700** = Arts and Physical education.

Compulsory Elective Courses (CEC)

Compulsory Elective Courses belong mainly to the seven first main subject areas (i.e. Education – Fine Arts and Physical Education) and the category of Foreign languages. Students must select a number of those from each category, because graduates should display a good knowledge of all the compulsory subject areas, which comprise the main subjects of the Education Sciences. In total, each student must select 14 out of the 44 courses of this group. In some subject areas students must select a certain number of courses. In more detail: Students must choose 5 out of the 12 CECs in the subject of Pedagogy, and the Teaching methodology for subject areas and the curriculum (i.e. under the code EPA100 or EPA200). Likewise, in Arts and crafts, Physical education, and Foreign languages students must choose just 2 courses from any of the three subject areas. However, in all the other subject areas students must choose a certain number of courses from each subject. For example, students are obliged to choose 3 out of the 8 courses from the area of Humanities and education.

CECs are offered in all semesters. The Department will ensure that there will be sufficient number of available CECs each year so that students can complete the number of selections which is necessary for the completion of their studies. The exact number of the available CECs will vary according to the needs of the Department, unless the Department decides otherwise. Table 2 presents all courses that belong to CECs and the compulsory number of courses students must choose from each category.

Table 2: Catalogue of the Compulsory Elective Courses (CEC)

Number to be chosen	Course Category	Course Code	Course Title
Five (5)	EPA100	EPA106	Aesthetics education I: General principles
		EPA107	Psychopedagogy of the preschool years
		EPA108	History of education
		EPA109	Comparative early childhood education
		EPA110	Educational assessment
		EPA111	Organization and leadership in education
		EPA112	Physical and psychomotor education
		EPA113	The transition from the nursery to the primary school: Educational design and teaching practices
		EPA114	Language development and education of the preschool age
		EPA115	Environmental education
	EPA200	EPA207	History in early childhood education
EPA208		Religious education	
Two (2)	EPA300	EPA305	Introduction to psychology
		EPA306	Psychology of the preschool age

		EPA307	Developmental psychology of babies and infants
		EPA308	Psychopedagogy of the early childhood autism
		EPA309	Educational psychology
		EPA310	Preventive intervention programs in education - resilience
		EPA311	Ecological psychology
		EPA312	social psychology one introduction
		EPA334	Language code and social stratification
		EPA313	Introduction to sociology
		EPA314	Sociology of the family
One (1)	EPA400	EPA402	Information Technology in Education II
		EPA403	Multimedia applications in education
		EPA404	Science in early childhood education
Three (3)	EPA500	EPA502	Introduction to philosophy
		EPA503	Children's literature
		EPA504	Modern Greek philology: Prose and the young child
		EPA505	Greek history: The classical ages
		EPA506	Orthodox Patristic theology: Introduction to the Patristic thought
		EPA507	Philosophy of education
		EPA508	Greek philology and theatrical education
		EPA509	The origination and development of language
One (1)	EPA600	EPA603	Methodology of qualitative research
		EPA604	Assessment and measurements in early childhood education
		EPA605	Statistics in education II
Two (2)	EPA700	EPA705	Music and rhythmic education for preschool children III
		EPA706	Music and rhythmic education for preschool children IV
		EPA707	Arts and crafts II
		EPA708	History of art and applications
		EPA709	Painting combined with technical design
		EPA710	Physical education for preschool children II
	EPA711	Physical education for preschool children III	
	EPA712	Arts and crafts III	
	FL	FL101	Foreign Language I (English-French-German)
		FL102	Foreign Language II (English-French-German)

Note:

Category Codes: **EPA100** = Pedagogy, **EPA200** = Teaching methodology for subject areas and the curriculum, **EPA300** = Social science and education (Psychology, Special education, Sociology), **EPA400** = Physical sciences and education (Physics, IT, Mathematics), **EPA500** = Humanities and education (Philology, Language, Literature, Philosophy, History, Theology), **EPA600** = Psychoeducational research, **EPA700** = Arts and Physical education.

Free Choice Courses (FCC)

Lectures in this category Courses come from all the subject areas (except from the category EPA700). Students can choice 6 of them from any area they prefer. Moreover, students can replace these courses with any extra choice they make from the Compulsory Elective Courses group (and from the categories EPA100-600). Moreover, 2 of them can be selected from the corpus of courses of any other Department of the University of Crete according to their interests (provided that each of them provides 4 ECTS). In this case, students must inform the assigned Academic Advisor of the Department (who is appointed each year by the Department’s General Assembly) to obtain permission. These courses are recorded in accordance with the description and codes assigned by the Departments who accept our students. Table 3 displays the Optional Courses of Free Choice (FCC) offered by this Department:

Table 3: Catalogue of the Free Choice Courses (FCC)

Course Category	Course Code	Course Title
EPA100	EPA116	Comparative education
	EPA117	Psychopedagogy of emergent literacy
	EPA118	Psychoeducational assessment
	EPA119	History of the early childhood education
	EPA120	Economics and planning in education
	EPA121	Contemporary trends and pedagogical systems of preschool education
	EPA122	Education and in-service education of teachers
	EPA123	Theories of learning
	EPA124	Early childhood education programs
	EPA125	Speech treatment – speech training and vocalism
	EPA126	Bilingualism and the learning of second-foreign language
	EPA127	Contemporary dispersions
	EPA128	Inclusive education for children with and without special needs
	EPA129	Primary education
	EPA130	Teaching through art
	EPA131	Landmarks in the development of pedagogical ideas and educational institutions
EPA132	The history of Education Sciences	

	EPA133	The history and education of primary societies
	EPA134	Principles of leadership in education
EPA300	EPA315	Developmental psychology II
	EPA316	Neuropsychology of the developing person
	EPA317	Special psychopedagogy of children with Attention Deficit and Hyperactivity Disorder
	EPA318	Special education of infants and children - Early supportive intervention
	EPA319	Special psychopedagogy of preschool children with sensory processing disorder
	EPA320	psychology and education of people with mental deficit
	EPA321	Psychopathology of the developing person
	EPA322	Psychology of learning - Learning difficulties
	EPA323	Counseling
	EPA324	Idiosyncrasy and education processes
	EPA325	Perceptive learning education processes
	EPA326	Social-historical-cultural psychology
	EPA327	Transitive relationships and processes of moral development and education
	EPA328	Communication and communicative skills in education
	EPA329	Social psychology II: Topics of social psychology
	EPA330	Education and Mass Media Communication
	EPA331	Political socialization in school: Theory and praxis
	EPA332	Psycholinguistics
EPA333	Language disorders	
EPA400	EPA405	Information Technology in Education III
	EPA406	Information Technology in Education IV
	EPA407	Science education
	EPA408	Mathematics education
EPA500	EPA510	Greek history: The history of Crete
	EPA511	Greek history: The history of antiquity
	EPA512	Modern Greek II
	EPA513	Modern Greek literature
	EPA514	Greek folklore
	EPA515	Greek mythology
	EPA516	Topics of theoretical and applied linguistics
	EPA517	Neurolinguistics-biolinguistics
	EPA518	Bioethics
	EPA519	Introduction to epistemology
	EPA520	Introduction to metaphysics
	EPA521	Religion
EPA522	Orthodox Patristic theology II	
EPA523	Christian bioethics	
EPA600	EPA606	Methodology of the Psychoeducational research II

	EPA607	Theory and techniques of sampling
FL100	FL103	Foreign Language III (English-French-German)
	FL104	Foreign Language IV (English-French-German)

Note:

Category Codes: **EPA100** = Pedagogy, **EPA200** = Teaching methodology for subject areas and the curriculum, **EPA300** = Social science and education (Psychology, Special education, Sociology), **EPA400** = Physical sciences and education (Physics, IT, Mathematics), **EPA500** = Humanities and education (Philology, Language, Literature, Philosophy, History, Theology), **EPA600** = Psychoeducational research, **EPA700** = Arts and Physical education.

1b. Seminars (S)

Seminars are very important courses in which students learn how to write an academic essay (study/paper/report). In this context students follow tutors' instructions to a) study (through reading and/or empirical research) a specified science topic, b) present their individual work in front of peers (following the standards of oral conference presentations), c) write and submit an essay (following the rules of academic writing) and, d) stand for a viva voce (an oral defense) after submission, in which they have to respond to the tutors' questions in reference to the given study.

These four elements (a-b) are the necessary constituents of the successful completion of seminar work. The planning, dissemination of topics and organization of presentations, submissions and oral defense is organized by each tutor. The oral defense of the seminar is scheduled within the exam period of each semester and at least a week after the submission of the essay.

Students' assessment considers the above four elements plus the number of absences, students' general participation in the seminar and their response to the tasks assigned by the tutor (e.g. keeping a seminar diary, compiling seminar abstracts, etc.). The degree in which the essay takes applies the rules of writing an academic essay is of primary importance as well as the student's writing skills which include the capability to develop full arguments, to analyze and combine information from different sources in a critical manner etc. Attendance in the seminar is compulsory.

Seminars come from the first six subject areas (EPA100-600) of our program. A student who has already passed at least one course from the relevant subject area (Education, Psychology or other disciplines) has the right to enroll in a seminar. For example, a student can select a seminar from the subject area of Humanities and education, if she/he has attended and passed successfully at least one course from that, particular, subject area. However, it is highly advisable that students choose seminars that correspond to the courses they have passed e.g. to choose a Seminar on Children's literature, if they have passed a course relevant to Literature.

Priority is determined by the number of semesters the student has completed (i.e. students who have completed more semesters and progressed over the final years of their study come first). First year students are not permitted to enroll in a seminar. The number of students enrolled in a seminar cannot be more than 16 and less than 7. However, if the department encounters any emergent problems, the number of students can be increased up to 25. If necessary, the seminar can be offered again in the following semester. If less than 7 students have enrolled in a seminar, this is transformed into a lecture and students reserve their right to be transferred to other seminars if they wish.

At the beginning of each semester, students entitled to choose seminars have to do so using the electronic system of registration. Students cannot change a seminar after their enrollment. They can only cancel their enrolment, without being entitled to reallocation. Seminar enrollments is not possible after the registration deadline, unless the General Assembly of the Department grants special permission to the student, if it accepts that special circumstances apply.

Seminars belong to the category of the Compulsory Selective Courses and correspond to the six main subject areas of the program. Each student has to complete successfully three seminars, as follows: 1 Seminar from the subject area of Pedagogy or Teaching methodology for subject areas and the curriculum (SEM 100 or 200), and 2 Seminars from the rest four subject areas (SEM 300, 400, 500, 600).

The six subject areas of the seminars are the following:

1. Seminar on Education (SEM 101-199)
2. Seminar on Teaching methodology for subject areas and the curriculum (SEM 201-299)
3. Seminar on Social sciences and education (SEM 301-399)
 - a. Seminar on Psychology and Special education (SEM 301-350)
 - b. Seminar on Sociology (SEM 351-399)
4. Seminar on Natural Sciences and education (SEM 401-450)
 - a. Seminar on Information Technology in education (SEM401-450)
 - b. Seminar on Physics and Mathematics (SEM 501-560)
5. Seminar on Humanities and education (SEM 501-599)
 - a. Seminar on Philology, Language and Literature (SEM 501-560)
 - b. Seminar on Philosophy (SEM 561-570)
 - c. Seminar on History (SEM 571-590)
 - d. Seminar on Theology (SEM 591-599)
6. Seminar on Psychoeducational research

Seminar Codes

Since the Academic Year 2016-17

Seminars on Pedagogy and Teaching methodology for subject areas and the curriculum (SEM 101-299)

Seminars on Pedagogy

SEM120 Seminar on Emergent literacy
 SEM121 Seminar on Digital literacy
 SEM122 Seminar on Psychomotor education
 SEM123 Seminar on Organization and management of education
 SEM124 Seminar on Psychoeducational measurement and assessment in preschool education
 SEM125 Seminar on Comparative early childhood education
 SEM126 Seminar on Comparative education
 SEM127 Seminar on the History of Modern Greek education
 SEM128 Seminar on Intercultural education
 SEM129 Seminar on Psychopedagogy of the early childhood
 SEM130 Seminar on Leadership in education
 SEM131 Seminar on Physical activity and motor creativity
 SEM132 Seminar on Applied educational assessment
 SEM133 Seminar on Educational assessment
 SEM134 Seminar on the Language development and education of the preschool child
 SEM135 Seminar on Primary and early childhood education. The role of language in teaching and learning
 SEM136 Seminar on Primary and early childhood education
 SEM137 Seminar on Early childhood education: Action research in preschool education
 SEM138 Seminar on Early childhood education: The pedagogy of multiliteracies and multimodality in preschool education of the 21st century
 SEM139 Seminar on Early childhood education: The transition between school levels
 SEM140 Seminar on Early childhood education: The human and the material factor in education
 SEM141 Seminar on General pedagogy
 SEM142 Seminar on Information and Communication Technologies in education
 SEM143 Seminar on the history of early childhood education
 SEM144 Seminar on the history of educational institutions and pedagogical ideas

Seminars on the Teaching methodology for subject areas and the curriculum (SEM 210-299)

- SEM210 Seminar on Aesthetics education: Arts in education
- SEM211 Seminar on Aesthetics education: The educational roles of art
- SEM212 Seminar on Aesthetics education: The teaching of singing
- SEM213 Seminar on Teaching educational activities using Information and Communications Technology
- SEM214 Seminar on Science education in early childhood education: Basic concepts and phenomena
- SEM215 Seminar on Science education in early childhood education using Information and Communications Technology
- SEM216 Seminar on Teaching history
- SEM217 Seminar on Teaching methodology: Issues of teaching in education
- SEM218 Seminar on Teaching methodology: Observation, intervention, and reflection of trainee teachers during their teaching practice
- SEM219 Seminar on Teaching methodology: Programs of study – Designing and assessing the educational process
- SEM220 Seminar on Religious education
- SEM221 Seminar on Education through movement

Seminars on Social sciences and education (SEM301-399)

Seminars on Psychology and Special Education (SEM 301-350)

- SEM320 Seminar on Educational psychology: Self, family and process of education, learning and development in a rapidly changing world: Eperiential-multimodal and based on play, body and art psychopedagogical approaches
- SEM321 Seminar on Educational psychology: Multimodal, qualitative methologies/methods of research and alternative-experiential approaches of the processes of learning and development
- SEM322 Seminar on Educational psychology: Self, perception, creativity and processes of development through the use of experiential-multimodal and based on play, body and art psychopedagogical approaches
- SEM323 Seminar on Developmental psychology: Issues of social and emotional development
- SEM324 Seminar on Developmental psychology: the psychology of early childhood and childhood age
- SEM325 Seminar on Developmental psychology: Topics of baby and infant development
- SEM326 Seminar on Contemporary research and theoretical approaches
- SEM327 Seminar on Social psychology: Applications in education
- SEM328 Seminar on Social psychology: Bullying/victimization in education, psycho-social interventions
- SEM329 Seminar on School psychology
- SEM330 Seminar on School psychology: resilience
- SEM331 Seminar on Special psychopedagogy of the preschool age
- SEM332 Seminar on Special education of infants and children
- SEM333 Seminar on Clinical psychology of infants and children
- SEM334 Seminar on Educational psychology: Applications in education

Seminars on Sociology (SEM 351-359)

- SEM351 Seminar on the Sociology of school
- SEM352 Seminar on the Sociology of family
- SEM353 Seminar on the Sociology of education

SEM354 Seminar on Sociology

Seminars on Natural sciences and education (SEM 401-499)

Seminars of Information Technology in education (SEM 401-450)

SEM404 Seminar on the Development of software

SEM405 Seminar on the Development of internet applications

Seminars on Physics and mathematics (SEM 451-499)

SEM451 Seminar on Science education in early childhood education: Basic concepts and phenomena

SEM452 Seminar on Science education in early childhood education through the use of ICT and computational thinking

SEM453 Seminar on the Environment and sustainable development in early childhood education

SEM451 Seminar on Basic activities in geology in early childhood education

Seminars on Humanities and education (SEM 501-560)

Seminars on Philology, Language and Literature (SEM 501-560)

SEM503 Seminar on Greek philology and theater education

SEM504 Seminar on Modern Greek philology

SEM505 Seminar on Children's literature

SEM510 Seminar on Greek philology

SEM511 Seminar on Theater education

SEM512 Seminar on Greek mythology

SEM513 Seminar on Linguistics: Language development

SEM514 Seminar on Linguistics: Language teaching

Seminars on Philosophy (SEM 561-570)

SEM561 Seminar on Philosophy for children

SEM562 Seminar on Aesthetics education and aesthetic theories

SEM561 Seminar on the Philosophy of education

Seminars on History (SEM 571-590)

SEM571 Seminar on Ancient Greek History with pedagogical dimensions

SEM562 Seminar on Ancient Greek History

Seminars on Theology (SEM 591-599)

SEM593 Seminar on Theology

SEM596 Seminar on Patristic theology

SEM595 Seminar on Religion

SEM598 Seminar on Christian bioethics

SEM599 Seminar on Theological hermeneutics

Seminars on Psychoeducational research (SEM 601-699)

SEM603 Seminar on research and statistical analysis in education

1c. Teaching Practice (DAS)

Teaching practice involves observation of and teaching in preschool classes. This is compulsory for all students. It takes place in local (urban or rural) preschool classes and is divided in three levels. They are supervised by tutors which belong to the teaching staff of this Department. Level I lasts for one semester only and is offered to students either in the 3rd or in the 4th semester in contrast to the other two levels (II and III) which spread over two semesters each. They are organized in the following way:

Level I

At Level I teaching practice takes place one day per week for one semester. Students split in two equal groups and each group does its practice for one semester (Winter or Spring). At this level teaching practice consists of observation in local nursery schools / kindergartens and workshops at the University at the end of each day where students and tutors discuss and analyze data from the observations and reflect on several teaching issues. Level I, therefore, has two parts: observations and workshops.

Level II

At Level II, in the third year of study, teaching practice is organized for one day per week over two semesters. Each student has to implement (teach) a school program for a minimum of 1,5 day per semester. When they don't teach, students can observe, record observations or participate in their peers' teaching practice for one day per week. Weekly teaching practice is also complemented by workshops.

Level III

At Level III, in the fourth year of study, students have to implement (teach) a school program for a minimum of 4 days per semester. When they don't teach, students can observe, record observations or participate in their peers' teaching practice for one day per week. Weekly teaching practice is also complemented by workshops.

A student has to pass each level of the Teaching Practice in order to move on to the next one. Students are assessed every semester. The mean number of the marks obtained in each semester at Levels II and III is the mark awarded for each level (if the mark in the winter semester of Level II is 8 and the mark in the spring semester of Level II is 10, then the mark awarded for Level II is 9). Accordingly, students get three marks for the 5 semesters of their teaching practice. Teaching staff members who specialize in the subject area of Education share the responsibility of supervision and assessment of students and form a committee for the management of Teaching Practice. The committee's work and management decisions are subject to the approval of the General Assembly of the Department, which is responsible for the development of the liaison and partnership with other educational authorities regarding the implementation of the teaching practice. The Head of the Teaching Practice Committee is the coordinator. Student attendance in all DAS activities (observations, teaching (implementations), workshops) is compulsory.

Extended teaching practice (DPA100)

The Department of Preschool Education also offers the course "Extended Teaching Practice" (DPA100) since the academic year 2010-2011.

DPA100 Content

In the context of "Extended teaching practice" students carry out their practice in nurseries, day care centers and other professional organizations of informal education (e.g. care organizations, institutions which offer educational programs etc.), which address children of preschool and school age, in the geographical area of Crete and in other areas of the Greek territory.

The aim of this specific course is to give students the opportunity to experience the work on different issues of education that appear either within or outside the school environment and/or in other educational spaces. In this way, they offer to the local and educational community and they increase their experience and skills, they extend their professional socialization, they become aware of the professional options they have after their

graduation and the different institutions which offer different types of education and training to the children or preschool and primary age. They also learn to collaborate with other professionals and cultivate skills which are necessary for the challenges of their professional life. In this way, the extended teaching practice improves students' competencies and prepares them for the job market.

The characteristics of DPA100 course

The Extended teaching practice is available to students of the Pedagogical Department of Preschool Education of the University of Crete that have completed their first year of study and is taking place within the time limits of the academic year (i.e. between 1st September and 31st August). The availability depends on the program funding. It is considered to be a Free Choice Course (FCC) bearing the code DPA100. The supervisor of DPA is the "Scientifically Responsible" manager of the scheme. DPA is credited with 4 ECTS. It has a time length of 2 months of full-time work.

Selection process

After the publication of a call of interest, students must send to the Scientifically Responsible manager an application form. Their priority is calculated using the following algorithm:

$$0,4N+0,4MD+0,2E$$

In which:

- a) N, corresponds to the year of study and this can be equal to: N=3 is the student is on the 2nd year of study, N=5 if the student is on the 3rd year of study, N=8 if the the student is on the 4th year of study, N=9 if the student is on the 5th year of study, and N=10 if the student is on the 6th year of study.
- b) MD is the mean number of the marks obtained in the course of Teaching Practice.
- c) E is the mean number of marks the student has received so far.

The selection process will be carried out by the Committee of the Teaching Practice which is going to take up the role of the Committee for the student selection for the Extended teaching practice. Students are assigned to a rank according to the above calculations. This list will be announced on the Department's website and the on the announcement board of the Administration office. After this list is publicized there will be a period of 5 working days, during which students will be allowed to engage in an objection proceeding should they believe that there are errors in the selection process. Student objections will be closely examined by the Committee of Undergraduate Studies which is entitled to issue a final decision. The Committee of Undergraduate Studies will also approve the selection results of each year.

Student obligations - deliverables

At the end of each Extended teaching practice course student assessment will be carried out as follows: 1. Each student is obliged to write and submit an extended report of assessment (appraisal) for the process and outcomes of the Extended teaching practice. 2. The person in charge at the institution where the Extended teaching practice is taking place also writes an appraisal for the students' performance. 3. The supervisor of the Extended teaching practice writes an assessment report for each student after meeting the employers and people in charge of the institutions in which students carry out their Extended teaching practice and based on his/her personal opinion about the student's work. 4. Each student is obliged to keep a record of the Extended teaching practice using special cards provided by the Department which she/he submits at the end of the course. The tutor of the Extended teaching practice will award individual marks on the based of the above deliverables and reports. The above deliverables might be altered following the decision of the Department's General Assembly and after the request of the Scientifically Responsible manager of the Extended teaching practice.

Dr Vasilios Oikonomidis, Associate Professor of the Pedagogical Department of Preschool Education, is the "Scientifically Responsible" manager and supervisor of the

Extended teaching practice. In case of absence, he is substituted with the Head or the Deputy Head of the Department.

1d. BEd Dissertation (PTE)

The BEd Dissertation (PTE) belongs to the group of Compulsory Selective Courses. Each student prepares a dissertation that corresponds to one of the six main subject areas of the program, within a maximum of two (2) academic years. For this reason, each Professor (from all the ranks) or Lecturer has to undertake the supervision of a small number of students starting at the seventh (F) semester of their study and guides them through the process of dissertation writing. The subject area of dissertation depends on students' interests, the Departments capacity and the tutor who undertakes the supervision of the dissertation.

Students have the right to start working on their dissertation when a) they have completed their 6th Semester of studies, b) they have succeeded in 55% of the courses, and c) they have passed successfully the prerequisite courses that each tutor has set for her/his area of expertise. At the beginning of each year (and within a certain time period) students are invited to pick up and register for the dissertation they prefer using the electronic system of registration. If, after the initial phase of registration there is a surplus of students who cannot register with one tutor (because they could not satisfy the criteria set by the tutor) then surplus students can register even if they have not passed the prerequisite courses (and only with tutors who still have available places).

The number of students each tutor takes on for supervision is defined at the beginning of each year and it depends on the number of applications. This number cannot be smaller than the tutor/student analogy of each academic year.

After registration, students are obliged to meet the tutor within a week's time in order to plan their work. Under the tutor's supervision students have to a) study a topic (through literature review or experientially), b) write and submit a dissertation following the rules of academic writing, and c) stand for a viva voce (an oral defense) after submission, in front of their tutor and another examiner (appointed by the Department's General Assembly), in which they must respond to questions in reference to their study.

These are the three elements which are important for the successful completion of dissertation work. Each tutor is responsible for the planning of meetings, submission and assessment of each dissertation. The oral defense takes place within each exam period and at least a week after the submission of the dissertation.

For the dissertation's final grade the tutor might take into account not only the three elements mentioned above, but also complementary details and criteria that the tutor has to set at the beginning of the dissertation work. These may include the minimum number of tutorials, an oral presentation to other students according to the standards of oral conference presentations, etc. The degree in which the essay takes applies the rules of writing an academic essay is of primary importance as well as the student's writing skills which include the capability to develop full arguments, to analyze and combine information from different sources in a critical manner etc.

Following is the list of Dissertation subject areas and general topics (PTE) offered by the Pedagogical Department of Preschool Education:

BEd Dissertation (PTE 100)

- PTE101 Dissertation on Topics in early childhood education
- PTE102 Dissertation on Sociology: Sociology and socialization
- PTE103 Dissertation on the Sociology of education
- PTE104 Dissertation on Information and Communications Technology in education
- PTE105 Dissertation on Science education in early childhood education
- PTE106 Dissertation on Children's literature
- PTE107 Dissertation on Philosophy for children
- PTE108 Dissertation on Greek philology and theater education

PTE109 Dissertation on Language development and education of the preschool child
PTE110 Dissertation on the Greek Ancient History with pedagogical dimensions
PTE111 Dissertation on Theology
PTE112 Dissertation on Psychopedagogy
PTE113 Dissertation on Qualitative research in education
PTE114 Dissertation on Topics in early childhood education
PTE115 Dissertation on Educational psychology
PTE116 Dissertation on Developmental psychology: Topics about development from infancy to the teenage years
PTE117 Dissertation on School psychology
PTE118 Dissertation on Special psychology
PTE119 Dissertation on Developmental psychology of babies and infants
PTE120 Dissertation on Organization and leadership in education
PTE121 Dissertation on Comparative early childhood education
PTE122 Dissertation on Psychomotor education: Topics in education through movement
PTE124 Dissertation on the Models of intercultural and bilingual education
PTE125 Dissertation on Topics in early childhood education
PTE126 Dissertation on Assessment in the educational environment
PTE127 Dissertation on Aesthetics education
PTE128 Dissertation on Teaching methodology and research
PTE129 Dissertation on Topics in early childhood and primary education
PTE130 Dissertation on Social psychology
PTE131 Dissertation on the History of education and schooling

2. Life Long Learning Program / Erasmus

Students who wish to visit foreign countries as part of an educational exchange program (Erasmus, Socrates etc.) can do so at any semester. They have a choice to attend courses and/or teaching placements/practice. Students who sit and succeed in exams and/or teaching practice abroad can apply to transfer their marks and credits and therefore be exempt from attendance and exams in courses which are deemed to be the equivalent to those offered by the Preschool Department of the University of Crete.

It is especially emphasized that regarding Teaching Practice, students should make sure that Teaching Practice at the receiving University contains all the equivalent components and deliverables as defined by the Pedagogical Department of Preschool Education for each Teaching Practice Level, in order to be entitled for exemption and recognition of marks and credits.

Thus, it is imperative that students who wish to participate in exchange programs to make arrangements before leaving (a) with the Department's representative in the University's PR unit and (b) with their Teaching Practice supervisor to be informed about assessment in their absence.

3. The European Credit Transfer and Accumulation System (ECTS)

The term "course" refers to a specific scientific content which is part of a greater subject or an area of knowledge. For example, in the field of Humanities and education the student may pursue a course on Children's literature for a semester.

The title, the type of the course, the aims, the content, the suggested readings, the teaching and learning methods, the methods of assessment and the language of instruction are included in the e-guidebook, which is posted on the Department's website.

The full program (i.e. the rooms and the timetable of the courses, seminars, teaching practice, fieldwork, etc.) is announced at the beginning of each semester.

All undergraduate courses offered by the Department are coded in a particular way. Each course is labelled by three letters depending on the broader subject it belongs to. The code EPA refers to the lectures, the code SEM to the seminars, the code FL refers to the Foreign Languages, the code DAS refers to the Teaching Practice and the code PTE refers to the BEd Dissertation. A three-digit number is added to the code of each course, as follows: the number 100 refers to courses in Pedagogy, the number 200 to Teaching methodology for subject areas and the curriculum. The number 300 refers to courses in Social science and education (Psychology, Special education, Sociology), the number 400 to courses in Physical sciences and education (Physics, IT, Mathematics. The number 500 refers to Humanities and education (Philology, Language, Literature, Philosophy, History, Theology), the number 600 refers to courses about Psychoeducational research. For the Foreign Language courses and the Teaching Practice the number just corresponds to the levels of each course (e.g. DAS 101 = Teaching Practice I, DAS 102 = Teaching Practice IIa etc.).

Each course offers credits depending on the workload necessary for its successful completion (article 2, paragraph 1, Ministerial Decision F5/89656/B3, F.E.K. 1466/ 13-8-2007). The total workload per semester is about thirty (30) credits. Students have to accumulate a total of two hundred and forty (240) credits in order to be awarded a BA degree. Fourth year students are allowed to get a maximum of forty (40) credits per semester for the completion of their studies.

Students who participate in research programs in education could get extra credits with permission by the General Assembly of the Department.

The credits assigned to different courses are shown below:

1. Compulsory courses (Except from courses in Category EPA 700)	4 ECTS
2. Compulsory elective courses (Except from courses in Category EPA 700 and FL 100)	4 ECTS
3. Seminars	7 ECTS
4. BEd Dissertation ¹	12 ECTS
5. Level I Teaching Practice (4 th Semester)	7 ECTS
6. Level II Teaching Practice (3 rd Year)	8 ECTS
7. Level III Teaching Practice (4 th Year)	9 ECTS
8. Foreign Language courses (FL101-102), Physical education for preschool children (EPA 709-711) Arts and crafts (EPA 705-707) Music and thrythmic education for preschool children (MOY 701-704)	3 ECTS
9. Foreign Language courses (FL 103-104)	4 ECTS
10. Free Choice Courses	4 ECTS

The minimum number of semesters which are compulsory for the completion of the undergraduate studies is eight (8).

4. Compulsory attendance

Attendance is compulsory and the necessary condition for the personal academic progress and the development of scientific literacy. Moreover, attendance is compulsory in the courses mentioned below, due to their practical and applied character. In those courses attendance is registered and if students are absent for more that $\frac{1}{4}$ of the total

¹ ECTS credits for the Dissertation can be broken down and distributed in the Winter or Spring semester of the fourth year of study, according to the student's allowance: e.g. they could split credits in 10+2 or 9+3 or 8+4 or 7+5 or 6+6, so that they complete a total of 12 ECTS accordingly.

lessons/lectures/tutorials/practices they automatically fail. The total number of absences might also affect the students' mark. Thus, attendance is registered in the following courses: DAS I, DAS II, DASIII, all the courses of category EPA 700 and all seminars.

Table 4: An example of a 4-years study program with credit calculations.

Year of Study	Semester	Courses	ECTS Total
A	1	7 CCC x 4 ECTS + 1 CCC x 3 ECTS	31
	2	7 CCC x 4 ECTS + 1 CCC x 3 ECTS	31
B	3	5 CCC x 4 ECTS + 1 DAS x 7 ECTS + 1 CEC x 4 ECTS	31
	4	3 FCC x 4 ECTS + 2 CCC x 3 ECTS + 3 CEC x 4 ECTS	30
C	5	3 CEC x 4 ECTS + 2 CEC x 3 ECTS + 1 SEM x 7 ECTS + 1 DAS x 8 ECTS	33
	6	4 CEC x 4 ECTS + 1 SEM x 7 ECTS + 1 DAS x 8 ECTS	31
D	7	1 DAS x 9 ECTS + PTE x 5 ECTS + 2 FCC x 4 ECTS + 1 SEM x 7 ECTS	29
	8	1 DAS x 9 ECTS + PTE x 7 ECTS + 1 CEC x 4 ECTS + FCC x 4 ECTS	24