UNIVERSITY OF WESTERN MACEDONIA

FACULTY OF SOCIAL SCIENCES AND HUMANITIES

STUDY GUIDE

OF THE DEPARTMENT OF EARLY CHILDHOOD EDUCATION

FOR THE ACADEMIC YEAR 2022-2023

FLORINA, GREECE, OCTOBER 2022

The study guide for the academic year 2022-2023 is based on the new curriculum in force from the academic year 2021-2022.

The Editorial Committee for the English version of the current Detailed Course Guide is:

Vassiliki Pliogou, Assistant Professor
Alexandros Abrazis, Temporary Teaching Staff

Contents

1. SCHOOL OF SOCIAL SCIENCES AND HUMANITIES 7
1.1. Establishment and mission 7
1.2. Administrative Bodies of the School and the Departments 7
1.3. Staff of the Early Childhood Education Department 9
1.4. Facilities, Study Rooms and Research Laboratories 14
1.5. Collaborating Kindergartens 15
1.6. University Textbooks: Eudoxos 15
2. UNDERGRADUATE COURSE OF STUDY OF THE EARLY CHILDHOOD EDUCATION DEPARTMENT 17
2.1. Guiding principles for the course of study 17
2.2. Objectives of the course of study 17
2.3. Structure of the course of study 17
2.3.1. ECTS 18
2.3.2. Compulsory Core Courses (132 ECTS) 18
2.3.3. Compulsory Optional Courses: Didactics Courses (20 ECTS) 18
2.3.4. Optional Courses and Free Optional Courses (88 ECTS) 19
2.3.5. Students' Practicum (20 ECTS) 19
2.3.6. Regulation of the Students' Practicum (Practical Placement) 20
2.3.7. Extended Students' Practicum (E.S.P.) 22
2.3.8. Thesis 23
2.3.9. Categories of Compulsory Core, Compulsory Optional and Free Optional Courses 23
2.4. Timetable of academic courses 2021 – 2022 28

2.4.1. Summary of ECTS, per course category of every semester 41
2.5. Courses description 42
3. COURSES REGULATION 359
4. ERASMUS PROGRAMME 388
5. Calendar of academic year 2021-2022 389
HOLIDAYS 365

1

THE SCHOOL OF SOCIAL SCIENCES AND HUMANITIES OF THE UNIVERSITY OF WESTERN MACEDONIA

1. SCHOOL OF SOCIAL SCIENCES AND HUMANITIES

1.1. Establishment and mission

The School of Social Sciences and Humanities of the University of Western Macedonia derives from the renaming of the School of Pedagogy according to Law 4610 (7-5-2019) and consists of the Pedagogical Departments of Primary Education and Early Childhood Education and the Department of Psychology based in Florina, as well as the Department of Communication and Digital Media based in Kastoria. The Department of Primary Education was founded by the Presidential Decree 544/1989 and began to operate as a branch of the Aristotle University of Thessaloniki since the academic year 1990-91. The Department of Early Childhood Education and the Pedagogical School of Florina were founded at the same time by the Presidential Decree 99/1993.
The University of Western Macedonia (UOWM) (www.uowm.gr) was founded by the Presidential Decree 92/2003 (Φ.83/11-4-2003) and began its operation in 2003. The first Departments of the UOWM consisted of the four Departments of the Aristotle University based in Western Macedonia, among which there were the two Departments of the Pedagogical School of Florina. Since 1-1-2004 the staff was also transferred (members of the TRS, STS, STLS and Administrative Staff). According to article 2 of P.D. 544/1989, article 5 of P.D. 99/1993 and within the context of the University's mission (article 1 of Law 1268/1982) the Department's mission is to:

- cultivate and promote Educational Sciences through academic and applied teaching and research,
- provide graduates with the necessary theoretical and practical knowledge for their scientific and professional careers and development,
- contribute to the raising of the level of education and to the coverage of needs in matters of Pedagogy,
- contribute to the confrontation and solution of pedagogical problems in general,
- help to address the need for continuing education and continuing training, and
- award a degree, which gives holders the opportunity to be appointed as teachers in Kindergartens.

1.2. Administrative Bodies of the School and the Departments

The Assembly of the School consists of the members of the Assemblies of the five Departments.

Assembly of the Department of Early Childhood Education
President: Konstantinos Ntinas

Deputy President: Georgios Tzartzas

Members:

Teaching and Research Staff (T.R.S.)

Evaggelia Kalerante, Professor
Triantafyllos Kotopoulos, Professor
Tharrenos Bratitsis, Professor
Konstantinos Ntinas, Professor
Penelope Papadopoulou, Professor
Georgia Stephanou, Professor
Stamatis Gargalianos, Associate Professor
Georgios Tzartzas, Associate Professor
Mariza Georgalou, Assistant Professor
Efthalia Konstantinidou, Assistant Professor
Vassiliki Pliogou, Assistant Professor

One representative of the S.T.S. members

Two representatives of undergraduate students

Two representatives of the postgraduate students

1.3. Staff of the Department of Early Childhood Education

A. Staff of the Department of Early Childhood Education

1. *Teaching and Research Staff (T.R.S.)*

Professors Emeritus

Petros Karyotoglou

Professors

Evaggelia Kalerante

(Office 103, tel. 2385055120, e-mail: ekalerante@uowm.gr)

Evaggelia Kalerante is a Professor in Education Policy at the University of Western Macedonia. She holds a degree of Athens Law School (Political Department), of the Pedagogique School of Athens and of the Early Childhood Education Department. She holds a Master Degree in Sociology. The topic of her Doctoral Dissertation focuses on Education Policy. She is involved with issues of Education Policy, Sociology of Education and Political Sociology. Based on her involvement with Sociology of Art and Literature. She has collaborated with the School of Fine Arts and the postgraduate department of Creative Writing. She collaborates with various University postgraduate departments and also delivers seminars. She has also collaborated with various organizations such as IKY (State Scholarship Foundation), EKDDA (National Center for Public Administration and Self-government), KETHI (Research Center on Equality Issues), IPEM-DOE (Institute for Pedagogical Research and Studies of the Greek Association of Teachers), ELIDEK (Greek Institute for Research and Innovation) etc. She also participates in formal and informal fields of thought both in Greece and abroad on issues of social economy, migration and the sociological study of social inequalities. She has participated in research groups on the exploration of Education Policy on migration and equality. She is also interested in studying the History of Education Policy by utilizing archive material and biographical analysis. She focuses on the association among policy, education and structured social reality. She is a member of Greek and International Scientific Associations relevant to her specialty. Her studies and papers have been published in Greek and international scientific journals and collected volumes. Her personal interests are cinema, literature and photography.

Triantafyllos Kotopoulos

(Office 108, tel. 2385055125, e-mail: tkotopou@uowm.gr)

Triantafyllos H. Kotopoulos is a Professor of Creative Writing & Modern Greek Literature. He is in charge as the Director and Scientist Co-ordinator of Postgraduate Programmes in Creative Writing. His authorial work, as well as his research interests, concern the study and teaching of Creative Writing in Education, Modern Greek Literature and the Theory of Literature. He has published eight (8) scientific books. More than one hundred fifty (150) of his articles have been included in collective volumes, Greek and foreign scientific journals in addition to International Conference proceedings. He has co-ordinated four (4) International "Creative Writing" Conferences, he has edited a number of books and collective volumes and other than that he has participated in various research projects. He is the Director of the “Bibliology” Laboratory of the Faculty of Education at the University of Western Macedonia. He is a member of several cultural institutions and international

companies, the Scientist Co-ordinator of the "Patras World Poetry Festival" and of the "Culture Book" website, as well. He presides over the selection panel of the literary prizes "Jean Moréas" and supervises the publication of the online magazine LexiTanil. He writes regularly in newspapers and journals of the printed and electronic press. Nevertheless, he wholeheartedly favors over his founding membership in the Pan-hellenic Association of Paraplegics cultural group- Northern Greece Location.

There are five (5) poetic collections in his track record and one (1) collection of short stories. He has written the lyrics (and his poems have been set to music) He has organized, scientifically edited and presented two (2) television broadcasts about the art of writing.

Tharrenos Bratitsis

(Office 215, tel. 2385055090, e-mail: bratitsis@uowm.gr)

Tharrenos Bratitsis is a Full Professor at the Early Childhood Education Department, University of Western Macedonia, Greece and a director of the Creativity, Innovation and Technology in Education (CrInTE) Laboratory (http://crinte.nured.uowm.gr/). He has participated in over 250 international conferences' scientific committees; is a member of the reviewers' board of 47 scientific journals (3 as an associate editor) and publishes regularly, having over 210 scientific papers with over 1000 citations on his work. He has participated in over 45 research funded projects, 17 as a coordinator (global or for UOWM). His research interests include Technology Enhanced Learning, Game-based Learning, Digital Storytelling, STEAM Education, Educational Robotics, Computer Supported Collaborative Learning and Learning Analytics.

Konstantinos Ntinas

(Office 201, tel. 2385055091, fax: 23850 55092, e-mail: kdinas@uowm.gr)

Konstantinos Dim. Ntinas studied Linguistics in the School of Philosophy of the Aristotle University of Thessaloniki, in which he was elected Doctor in 1987. Simultaneously with his studies in university, he attended courses in romanian, bulgarian and turkish languages in the School of Balkan Languages of the Institute of Research of the Peninsula of Emos (I.R.P.E.).

He served as a teacher in several schools in the region of Kozani and in the Peripheral Training Centre (P.E.K.) in Kozani and as a School Consultant of philologists in Florina. Nowadays, he is professor of Linguistics-Greek Language in the Faculty of Social Sciences and Humanities of the University of Western Macedonia.

He has taught and is still teaching courses of language and linguistics in undergraduate and postgraduate level in Greek and foreign Universities.

His researching and authorial work concerns the teaching of the Neo-Greek language with emphasis on new technologies and issues relevant to the Neo-Greek language (dialectology-onomatology) and the Balkan languages.

His authorial work: The koutsovlahiko linguistic idiom of Samarina (phonological analysis), Surnames of Kozani 1759-1916, Grammar of the common koutsovlahiko idiom, The Informatics- Communicative Technology in Preschool and early Primary Education; the example of the language, the linguistic idiom of Kozani, Critical literacy in school practice: starting in kindergarten, etc.

Penelope Papadopoulou

(Office 208, tel. 2385055146, email: ppapadopoulou@uowm.gr)

Penelope Papadopoulou holds a bachelor's degree in Biology from the School of Science of the Aristotle University of Thessaloniki (AUTH) and a PhD from the Department of Primary Education of the same University. Her research interests focuses on teaching basic biological concepts in preschool and compulsory education, on theory and practice of Environmental Education/Education for Sustainability in compulsory education, on as well as in-service teachers' training in

science and on issues of teaching and learning evolution theory. She has published more than 120 papers in international and Greek journals, in collective volumes, as well as in proceedings of Greek and international conferences. She has participated in research projects concerning teaching of Science and Environmental Education/Education for Sustainability. She also took part in the elaboration of curricula of Sciences for the compulsory education and writing teaching material for Biology Education for immigrant learners. She is the chair of the masters' Program "Educational Sciences: Science, Environment and Technology in Education", at the University of Western Macedonia, Greece.

Georgia Stephanou

(Office 103, tel. 2385055107, email: gstephanou@uowm.gr)

Georgia Stephanou is Full Professor in 'Cognitive Psychology and Applications in Interpersonal relationships, Education and Achievement motivation' at the School of Social Sciences and Humanities of the University of Western Macedonia, Greece, where she has been working since 2005.

She holds a PhD and a Master's Degree in Psychology from the University of Manchester of the United Kingdom. She has also a postgraduate specialization in Counseling and Orientation. She was graduated from the Department of Philosophy, Pedagogy and Psychology, specializing in Psychology, the Faculty of Philosophy of the Aristotle University of Thessaloniki, and the TEFAA of the same University. Her studies at the University of Manchester in Great Britain were implemented by a scholarship from I.K.Y.

She has license to practice psychology, and has been trained in psychotherapeutic methods of Cognitive Analytic and Systemic.

She has long academic teaching experience and supervision of dissertations at the undergraduate and the postgraduate levels at various universities. Her publication work consists of many papers in Scientific International and Greek Journals and Annals, and in Conference proceedings. She is a member of the Editorial Committee of Scientific Journals, and she has been a member of Scientific and Organizing Committees of Scientific Conferences. Yet, she has acted as a reviewer in various Scientific Journals.

She is a member of Scientific Societies, such as Hellenic Psychological Society and International Association of Applied Psychology.

Research interests focus on metacognition, cognition and emotions, educational context, dynamic within groups, interpersonal relationships, and motivation and achievement behavior.

Associate Professors

Stamatis Gargalianos

(Office 210, tel. 2385055119, e-mail: sgargalianos@uowm.gr)

Stamatis Gargalianos is an Assistant Professor at the University of Western Macedonia, Department of Early Childhood Education. Holder of a PhD degree in Social and Economic Sciences at the Dauphine University of Paris-France. He obtained two Master's Degrees (D.E.A.) in the Sorbonne Nouvelle (PARIS-III) and Pantheon (PARIS-II) Universities. He has also graduated from University of Macedonia (Thessaloniki-Greece) and Sorbonne Nouvelle Paris-III in Paris-France. He has written many articles and books on pedagogical, theatrical and social issues and he has participated in several international conferences. He is a theatre and cinema director.

Georgios Tzartzas

(Office 212, tel. 2385055082, email: gtzartzas@uowm.gr)

Georgios Tzartzas is an Associate Professor of History of Education. His research interests are the development of educational ideas and the educational systems in Europe and Greece from the New Epoch to Postmodernity, as well as Historical Anthropology and Humanistic Knowledge. He was a Visiting researcher at the Institute of Education, University of London since October 1998 until January 1999; at the Free University of Berlin in the Department of Educational Sciences, from December 2005 until February 2006. He also was a Research-Fellow at the International School of Higher Studies "The sciences of Culture" Collegio San Carlo di Modena, Modena, Italy from January 1998 until December 2000. In the past, he has been a Researcher in the Centre for Educational Research of Athens and in the Institute for Educational Policy of Athens. He has taught as a Lecturer at the University of Crete in the Department of Primary Education and he also taught at the Hellenic Open University of Patra. He has participated in selective publications such as Jan Amos Comenius: The beginning of Modern Pedagogic. The man as «animal educandum et educabilis» in Athens (2019) in Greek language; The Nation State and Identity in Greece, published in: K. Häkkinen, (Ed): Innovative Approaches to Intercultural Education. Finland (1999).: University of Jyväskylä Press, p. 217-222. His first publication was in 1998 by the title "Schule im gesellschaftlichen Umbruch. Die Entwicklung des modernen griechischen Bildungswesens (1833-1862). Münster, New York, München, Berlin: Waxmann Verlag, s. 491.

Assistant Professors

Mariza Georgalou

(Office tel. 23850 , email: mgeorgalou@uowm.gr)

Mariza Georgalou is Assistant Professor in Sociolinguistics & Discourse Analysis at the University of Western Macedonia, Department of Early Childhood Education, where she teaches the following courses: Introduction to Sociolinguistics, Discourse Analysis, Digital Literacies in Early Childhood, and Internet Language. She is also a postgraduate tutor in Critical Literacy at the Hellenic Open University. She holds a BA in English Language and Literature from the National and Kapodistrian University of Athens, a MA in Language Studies from Lancaster University, UK, and a PhD in Linguistics also from Lancaster University. Her research interests are at the intersection of language, (social) media and society. Her work has appeared in reputable international journals and has been presented in various conferences in Greece and abroad. She is the author of "Discourse and Identity on Facebook" (Bloomsbury, 2017). Her personal webpage is: www.marizageorgalou.com

Efthalia Konstantinidou

(Office 218, tel. 2385055113, e-mail: ekonstantinidou@uowm.gr)

Efthalia Konstantinidou in an Assistant Professor received her PhD in Psychology at the Department of Psychology, School of Philosophy of the Aristotle University of Thessaloniki in Greece. She teaches undergraduate and postgraduate courses in Social Psychology and qualitative research methods. Her research interests and publications focus on Discursive Social Psychology and discourse analysis on topics concerning education, such as identity constructions in history curricula and textbooks in primary and secondary education, leadership in education as discursively constructed identity, and teachers' emotion discourse.

Vassiliki Pliogou

(Office 305, tel. 2385055114, email: vpliogou@uowm.gr)

Vassiliki Pliogou is an Assistant Professor at the Department of Early Childhood Education, in the School of Humanities and Social Sciences at the University of Western Macedonia, Greece, on the subject of Pedagogy and Applications in Education. She received her BA in Pedagogy at the University of Patras. She completed her undergraduate studies at the University of Ghent in Belgium, with a scholarship from the Hellenic State Scholarships Foundation, in "Children's Rights". She has two Masters of Sciences, the first one on the subject of "Comparative Education and Human Rights" from the National and Kapodistrian University of Athens in

collaboration with the Institute of Education of the University of London and the second one in "Bilingual Special Education" from the University of Western Macedonia. She received her PhD in Science Education from the Department of Primary Education in Aristotle University of Thessaloniki. She is a reviewer in Greek and International Journals. Her presentations in Greek and International conferences and publications in collective volumes, Greek and International Journals and proceedings, focus on intercultural education, human rights education, childhood and children's rights, citizenship, family-school connection, gender and educational implementations using different pedagogical tools in various formal and non-formal educational environments. She is the Director of the Laboratory of the Pedagogical Studies and Innovative Educational Practices. She is also the ERASMUS Departmental Coordinator and the Deputy President of the Scientific Supervisory Board of the Pilot and Experimental Schools (EPS) in Kastoria. Since 2011, she is the President of OMEP (World Organization for Early Childhood Education) in Central Macedonia. She is a member of the Board of Directors of the Children's Museum of Thessalonik. She has been awarded the first prize of the International Committee of OMEP for 2016 in Education for Sustainable Development under the UNESCO Global Action Programme, at the University of Ewha Womans in Seoul (S. Korea).

2. Special Teaching Staff (E.D.I.P.)
Anna Vakali (Creative Writing, Office 306, tel.2385055152)
Sonia Lykomitrou (Practical Training-Teaching Methodology, Office213, tel.)
Efthymia Papageorgiou (Bibliology, Book Education Laboratory, tel. 2385055014)
Kleoniki Semoglou (Physical Education, Office222, tel. 2385055050)
Christina Sidiropoulou (Teaching Methodology-Practical Training, Office308, tel. 2385055133)
Aggelos Sofianidis (Didactics of physical siencies, Office213, tel. 2385055118)
Nikolaos Tamoutselis (Didactics of visual arts, Office307, tel. 2385055134)

3. Special Technical Scientific Staff (STSS)

Athanasios Vaitsakis (Library Manager, 2385055052)
Georgios Semertsidis (Informatics, 2385055059**)**

4. Teachers seconded to the subject of primary and secondary education.

B. Administrative Staff
*Secretariat***:**
Eleni Fotiadou (Supervisor) tel. 2385055100
Konstantinos Efthymiadis tel. 2385055101
Nikolaos Myronidis tel. 2385055102
Eleni Sbilis (Secretariat for Postgraduate Studies) tel. 23850 55115

Deanship:
Elias Indos τηλ. 2385055150

1.4. Facilities, Study Rooms and Research Laboratories

The School of Social Sciences and Humanities is housed in newly built and renovated buildings, which housed the former Pedagogical Academy of Florina from 1984 until its closure in 1989. These facilities are located three kilometers outside the city of Florina on the national road Florina - Niki - Borders.
The School of Social Sciences and Humanities currently has: Amphitheatre A', Amphitheatre B' with a capacity of 300 and 150 people respectively and 21 classrooms. One of these was named "Theodoros Kastanos Hall", in honor of the pedagogue who acted as deputy director of the Pedagogy School in Florina from 1929 to 1932, while another one bears the name of the pedagogue Emmanuel G. Sarris, deputy director from 1951 to 1956.
Also, in the Department of Early Childhood Education have been established and operate the following:
Laboratory of Science Education Didactics and Production of Teaching Material, Laboratory of Language and Language Teaching Programmes, Laboratory of Educational Software of Early Childhood, Laboratory of Education for the Books entitled: "Vivliologion", Classroom - Laboratory of Arts, Classroom - Music Laboratory, Gym, Library of School Textbooks, Study Hall, Library, Archive of the Pedagogical Academy. See on the webpage of the UOWM: https://www.uowm.gr/ereyna/ereynitika-ergastiria/ and the Department of Early Childhood Education webpage: https://nured.uowm.gr/erevnitika-ergastiria/)

There are also the following Research Laboratories:

- Language Study and Language Teaching Programmes
- Children and adolescents with special educational needs and / or disabilities: investigation, evaluation, intervention
- Pedagogical Studies and Innovative Educational Practices – PeStInEP
- Nature and Life Mathematics – MathsLife
- Science and Sustainability Education – S.S.E.
- Visual Arts Laboratory – VAL
- Creativity, Innovation and Technology in Education – CrInTE
- Social and Migration Studies
- Education on Books: “Bibliologeion”
- Lifelong Education-Educational Policy

1.5. Collaborating kindergartens

The Department of Early Childhood Education may cooperate with all kindergartens in the district of Florina in the context of practical training, in order to satisfy the needs of students' participation in the practical training, as a prerequisite for obtaining a degree. The framework of cooperation with the kindergartens of the Florina's district is described in the regulation of practical exercises (see 2.3.6).

1.6. University Textbooks: Eudoxos

Students declare the printed textbooks of the courses to the Eudoxos platform https://eudoxus.gr/, which are supplied from designated bookstores.

2

UNDERGRADUATE COURSE OF STUDY OF THE EARLY CHILDHOOD EDUCATION DEPARTMENT

2. UNDERGRADUATE COURSE OF STUDY OF THE EARLY CHILDHOOD EDUCATION DEPARTMENT

The Department's Assembly is responsible for the preparation of the curriculum. Every April, according to the law, the curriculum may be revised. In the academic year 2021-2022, the Department of Early Childhood Education completes 28 years of operation. During this time, a lot of experience accumulated, there were many discussions and findings with a view to reforming the programme.

2.1. Guiding principles for the course of study

The formation of the revised undergraduate programme of the Department of Early Childhood Education, i.e. the selection of cognitive subjects, the determination of the content of the courses and the ratio of the various categories, as well as the position of the undergraduate training, was based on:
The necessity of ensuring both the scientific and professional traits of the graduates of the Department, so that they are able to:
• Monitor the development of education sciences
• Conduct independent research, in order to produce new knowledge on teaching and learning issues
• Fulfill responsibly and successfully their pedagogical - teaching work.
Thus, the course of study aims to enable graduates of the department to act as critical teachers and as scientists, with the aim of continuously improving their work. This is achieved through compulsory core courses but also with the ability to choose and deepen in the cognitive areas and subjects based on their personal and academic interests and inclinations, as well as future professional and scientific developments.

2.2. Course's objectives of study

The curriculum, as it is shaped by the beginning of the scientific and professional formation of the department's graduates, has the following sub-objectives:
Students should:
• understand basic concepts and theories of the education sciences and to become familiar with their methodology (educational training)
• acquire the necessary knowledge for the sciences and arts, from which the contents of the kindergarten curriculum come (special scientific and artistic training)
• acquire teaching knowledge for kindergarten (teaching training)
• develop the ability to reflect upon and critically analyze educational work (linking personal educational theory and practice) and
• be able to understand and utilize international scientific literature.

2.3. Course's structure of study

(Based on article 24 of Law 1268/82, article 9 of Law 2083/92 and article 1 of Law 2188/94)

The undergraduate course of study of the Department of Early Childhood Education of Florina includes semester courses, undergraduate training in the collaborating kindergartens and optional thesis. The course of study is constructed in such a way that at least eight (8) semesters of study are required to obtain the

degree. The distribution of courses in the eight semesters is indicative and not binding for the students.
The courses are distinguished:
According to their binding nature in compulsory core, compulsory optional and free optional courses
According to the objective of teaching them in introductory, basic training and deepening
According to their content, in the fields of:
1. Research Methodology. 2. History of Education and Training. 3. Philosophy and philosophical prerequisites of education. 4. Psychology and psychological conditions of treatment. 5. Social Sciences and Research in Education 6. Special Education. 7. Pedagogy. 8. Organization and Management of Education
9. Linguistics 10. Literature. 11. Informatics. 12. Mathematics. 13. Environmental Education. 14. Science. 15. Aesthetic Education. 16. Music Pedagogy. 17. Theatrical Education-Theatrical game. 18. Motor Education. 19. Teaching Methodology and undergraduate training. 20. Foreign language, and 21. Pediatrics.

2.3.1. ECTS

Each semester course corresponds to a number of ECTS (Credits). In order to obtain the degree, at least 240 ECTS are required, which are distributed as follows:
132 ECTS compulsory core courses (including 20 ECTS in the two phases of the undergraduate training)
20 ECTS compulsory optional courses (the subjects of didactics)
88 ECTS optional courses (including free optional courses)

2.3.2. Compulsory Core Courses (132 ECTS)

Those courses are compulsory, which all students of the Department are obliged to attend and be examined upon. In case that students fail the examinations of a compulsory core course, they are obliged to repeat it. **Students who have completed 8 semesters of studies can participate in the examinations of compulsory courses that are not taught in the corresponding semester in all examinations.**
Compulsory core courses include Students' Practicum - Practical Training (20 ECTS).

The aim of the compulsory core courses is to offer an overall education to the students (General education) in order to be admitted to their specific sciences and methodology (Education Sciences and Special Sciences) as well as to the specific subjects of the curriculum (Courses on the curriculum of the kindergarten).
Most compulsory core courses are offered – according to the indicative course of study – in the first four semesters and their number is gradually reduced in the next four.

Compulsory core courses are mainly independent and other courses are not required in advance. Students who are admitted with qualifying examinations are entitled to receive the Credits (ECTS) of the three courses in which they were examined and an additional three compulsory core courses which are matched with courses taught in their previous degree. The recognition of the courses is made after an application for recognition, submission of a transcript of the previous degree and always in consultation with the teachers of these courses. **Students and students admitted with the qualifying exams are entitled to receive the Credit Units (ECTS) of the three courses in which they have been examined and in addition three compulsory courses which are matched with courses taught in their**

previous degree. The recognition of the courses is done after a request for recognition, submission of the analytical score of the previous degree and always in consultation with the teachers of these courses.

2.3.3. Compulsory Optional Courses: Didactics courses (20 ECTS)

Courses of didactics are offered as compulsory optional courses during the third year of study (5th and 6th semester).

The didactics courses aim to deepen the students of the Department in teaching methods, suitable for preschool children, in the cognitive areas defined by the curriculum of the kindergarten.

Students, depending on their interests, are invited to choose 4 courses (20 ECTS) of this category from a set of courses offered covering the cognitive areas of pre-school education. The didactics courses have mandatory attendance. **Students who attend teaching courses must be present in the course on at least 7 (seven) of the 13 weeks of teaching of these courses.** If they fail in the exams of one didactics course, they can attend it again in a subsequent semester or replace it with another didactics course.

2.3.4. Optional Courses and Free Optional Courses (88 ECTS)

"Optional courses" are the courses from which students can choose some. Students who fail the examination of an optional course, they can attend it again in a subsequent semester, if it is offered, or replace it with another elective course.
The optional courses aim at deepening into individual issues and problems of the relevant science and at the same time at students become acquainted with the research process.
Hence, they have mainly a seminar or practical form. The number of participants may be limited. Students undertake the preparation of written assignments and papers or small-scale research, individual or collective, in the context of the research interests and activities of the teachers.

Students in the context of their studies and according to their interests have the opportunity to choose courses, which correspond to 88 ECTS. **Out of the 22 courses (88 ECTS) they can choose three (3) courses as free optional courses from other Departments (12 ECTS), which correspond to their personal interests and are taught in other University Departments.**

2.3.5. Students' Practicum (20 ECTS)

Students' Practicum (Practical Placement) is a final process of the Department of Early Childhood Education, during which students are prepared to be ready to respond as teachers and professionals to the demands of society.
In particular, students may:

• Study modern educational theories, how these theories are applied in school practice, and they are also called to shape their personal model through these theories, a model that they will follow consistently when undertaking their educational work.

• Approach the educational practice as a field of research, in which they participate themselves, applying research tools and methods that have been taught in previous courses during their studies.
• Based on the above, design, implement, and evaluate the educational work assigned to them.

Prerequisite courses for the attendance of Practical Placement phase A:

- The course 0701C "Pre-school Pedagogy" offered in the second semester.

Prerequisite courses for the attendance of the Undergraduate Training phase B:

- The course 2213C "Teaching Practice: Early Childhood Curricula, Observation, Reflection" offered in the third and fourth semesters
- Four of the teaching subjects' courses offered in the fifth and sixth semesters.

2.3.6. Regulation of the Students' Practicum (Practical Placement)

The programme of Students' Practicum is implemented under the responsibility of the Teaching and Research Staff (T.R.S.) and Special Teacher Staff (S.P.S.) members, and is subject to the approval, monitoring and control of the Committee of the Practicum (C.P). The Committee is convened whenever there are issues to be resolved and is informed by the members who implement the Students' Practicum on issues that arise and need to be discussed and settled. The C.P. proposes to the General Assembly for approval what it is necessary for the improvement and effective operation of the Students' Practicum.
For the best preparation of students, the Students' Practicum from the academic year 2016-17 is implemented in 2 main phases, which take place in the 2nd year (Phase A) and 4th year (Phase B).
During the 2nd year, the students attend the compulsory core course: *"Teaching Practice: Early Childhood Curricula, Observation, Reflection"*. The course is offered in both the winter and spring semester and students to attend it, are distributed according to alphabetical order in the two semesters. The course is a combination of theory and practice, as apart from the theoretical courses, the students make observations and educational activities in the collaborating kindergartens. In the first phase of the Students' Practicum, students are given the opportunity to:

• use the method of observation as a tool for collecting data, assessing, and understanding the educational process
• understand the institutional, material, educational, social context of the classroom
• identify the connections that exist between educational practices and theoretical assumptions about learning and teaching
• take into account the data of each formal or informal learning environment in order to create (design, implement and evaluate) learning activities, documenting their methodological choices
• reflect on the dynamics of the educational process, educational practice and their role as future teachers.

During the 4th year, the students attend the compulsory core course: *"Teaching practice: design, development, and intervention".* The course is offered in the winter and spring semester and students to attend it, are distributed according to alphabetical order in the two semesters. The course includes: a) tutorials providing

theoretical and methodological directions, b) observations of a systematic participatory nature, c) cooperation with the teachers, d) undertaking, in pairs, educational and auxiliary work, e) lessons of reflection and evaluation of the educational work and evaluation of the Students' Practicum.

The total duration of the Students' Practicum is one-semester and is completed with the presentation of the educational work of the students and the submission of the diaries they keep. The aim of the Students' Practicum in the 7th or 8th semester is to form professional teachers, who consider the classroom as a field of observation and research and who seek, counter, and evaluate educational options and evaluate their impact.
Aim of the 7th and the 8th semester is for the students to:

• deepen the observation and interpretation skills of educational work
• understand how children learn by gathering and utilizing information
• create an open and flexible learning environment, which facilitates the learning effort and promotes the development of autonomy for all children
• design, implement and evaluate creative activities within the framework of developmentally appropriate educational programmes that emerge from the needs of children (through observation) and contribute to their all-round development
• be able to reflect on the basis of scientific assumptions, their personal theory and the values implied in their practices.

For the design, organization and implementation of the Students' Practicum, members of the T.R.S. and S.T.S., seconded teachers, the teachers of the collaborating kindergartens, the Directorate of Primary Education and the Student Association cooperate. In the educational programmes designed and implemented by the students, other bodies are involved, such as the local government, cultural associations, museums, etc., seeking the extroversion of the Department in the wider social context.

Organization of the undergraduate training

A) Members of the T.R.S.:
• implement theoretical courses for the preparation of the students for the educational work they are going to undertake
• visit the classes where the students practice to encourage and support them
• hold reflective meetings with the students after the completion of the educational work of the Students' Practicum in kindergartens.

B) Members of the S.T.S.:
• coordinates the organization and implementation of the Students' Practicum programme
• implements theoretical courses at the beginning of the Students' Practicum, in order to prepare the students for the undertaking of their educational work
• organizes collaborations before undertaking the educational work of the students and helps them in the planning of their educational work
• visits the classes where the students practice to encourage and support them
• participates in reflective meetings with the students to improve their educational work
• cooperates with the seconded kindergarten teachers for the best possible support of the students.

C) Seconded teachers:
• cooperate with the members of the T.R.S. and the S.T.S. and support the Students' Practicum as a whole
• cooperate and support the students in the design and implementation of the educational work assigned to them
• provide advisory work in groups and/or individually
• visit the classes where the students practice to encourage and support them
• inform the C.P. in a timely manner of any issues that arise during the Students' Practicum that need to be resolved or settled.

D) Students
• attend the entire programme of the Students' Practicum, which is compulsory for them and is subject to the general regulations of the compulsory courses of the Course of Study
• undertake the responsible execution of the educational work assigned to them and take care of the timely attendance in kindergarten, as well as the avoidance of unjustified absences
• cooperate with the members of the T.R.S. and the S.T.S. and seconded kindergarten teachers for the good preparation and implementation of their teaching work
• cooperate and inform the kindergarten teacher of the class who welcomes them about all their activities and initiatives
• keep a diary of the Students' Practicum and deposit it upon completion.

E) Teachers of the collaborating kindergartens:
• are in charge of their class and attend it throughout the duration of the timetable
• facilitate students in their pedagogical work
• inform the parents of their students about the presence of students who are taking out their Students' Practicum in their kindergarten
• inform students about the context of their class and the pedagogical methods they apply
• inform and cooperate with all those involved in the Students' Practicum to address any problems that may arise.

2.3.7. Extended Students' Practicum (Practical Placement)

This is the Extended Students' Practicum Programme through the ESPA 2014-2020 (E.U.T.). The Department of Early Childhood Education participates in the action "Higher Education Students' Practicum of the University of Western Macedonia" with the code PPS MIS 5031197 of the Operational Programme "Human Resources Development, Education and Lifelong Learning 2014-2020", which is co-funded by the European Union (European Community Fund) and National Resources.
The Students' Practicum (S.P.) of the University of Western Macedonia aims at the adequate preparation of the students to effectively apply the knowledge they acquire during their studies and to work in a field of work with direct or indirect relevance to their studies. The activities developed within the framework of the S.P. refer to the strengthening of the activities of the students, seeking to make better use at a professional level of the knowledge and skills acquired during their studies and their easier and more beneficial integration into the labor market. E.S.P. is an important part of Higher Education, as it concerns the acquisition of work experience

and the contact of students with the labor market. For this reason, the Department has developed cooperation with host organizations, such as libraries, kindergartens, playgrounds, hospitals, museums, cultural institutions, environmental education, and technology centers, etc.

The acquisition of professional experience through the E.S.P. can help in the correct career guidance of the student, who in many cases has not defined her professional goals or has not yet sought alternative professional opportunities. The E.S.P. in the Department of Early Childhood Education is institutionalized and has a duration of two months. The students apply to the electronic platform of the programme and then the approximately 25 S.P. places that we have available for each year (depending on the funding that the programme gets) are distributed according to an algorithm that has been defined and takes into account the number of courses that the candidate has passed and the semester in which it is available.

Students of the 3th, 4th, 5th, and 6th semester can participate in the E.S.P. Participation in the E.S.P. is equivalent to attending an elective course. During the implementation of the S.P., students are supervised by one professor who is the same for all of them. During the E.S.P., students are provided with remuneration and insurance coverage.
The E.S.P. can be done in Public or Private entities at a rate of 45% and 55% respectively. This ratio is imposed by the European Commission and is unswerving. The host institution declares the S.P. positions it wishes on the ATLAS platform (Central Support System for the Practical Training of University Students (https://atlas.grnet.gr/), where the place is committed for the candidate student. https://arch.icte.uowm.gr/iposition/index.php?=site/login. The official website of the E.S.P. is: https//internship.uowm.gr/the-programme/. For the E.S.P., the Office of Practical Training operates in the building of the Deanship of the Pedagogical School (318). Office Manager: Ms Athina Dimaki.

2.3.8. Thesis

Students can prepare a thesis under the supervision and guidance of members of the Department's teaching staff. The application for the undertaking of a thesis is submitted to the Secretariat, after consultation with the faculty member, no later than the end of May of the 6th semester of studies or the beginning of the 7th semester. In no case can a period of less than 6 months elapse from the application of the student or student, before the submission of the thesis. The Department's Assembly decides on the matter and appoints a second grader.
During the period of writing the thesis, cooperation at regular intervals with the supervisor is required. The project must be completed and delivered at least 15 days before the beginning of the examination period during which the students plan to receive their degree. Under no circumstances can a dissertation be assigned or submitted beyond these time limits.

Each TRS member cannot undertake more than seven theses. The thesis is delivered typed in two copies, one of which is submitted to the University's Library, and is credited with twelve credits (12 ECTS), which corresponds to three optional courses.

2.3.9. Categories of Compulsory Core, Compulsory Optional and Free Optional Courses

Compulsory core, compulsory optional and free optional courses are listed per subject. Each compulsory core course and compulsory optional course is credited with 4 ECTS, except for the Students' Practicum courses, 2213Y *"Teaching Practice: Early Childhood Curricula, Observation, Reflection"* and 2219Y *"Teaching*

Practice: Design, *Development, and Intervention",* credited with 8 and 12 ECTS, respectively. Each compulsory optional course is credited with 5 ECTS. Compulsory Core courses are declared with C, Compulsory Optional courses are declared with CO, and with O, Optional courses and Free Optional courses are declared with FO.

An asterisk (*) indicates the optional courses of the Act "Acquisition of Academic Teaching Experience in Young Scientists holding a PhD" (2021-2022) (A.T.E.). The Compulsory Core courses of the old curriculum (2018-2019) are not included.

0100 Research Methodology
0110C. Educational Research Methodology
0111C. Statistics in Educational Research

0200 History of Education
0210C. History of Education
0207O. Historical Pedagogical Anthropology
0208O. Discipline and Education
0209O. Humanistic Knowledge in Postmodernity

0300 Philosophy and Philosophical Prerequisites of Education
0302C. Philosophy of Education

0400 Psychology and Psychological Conditions of Education
0401C. Cognitive Psychology
0402C. Introduction to Social Psychology
0403O. Psychology of Motivation
0404O. Educational Psychology & Elements of Developmental Psychology
0405O. Applications of Cognitive Psychology in Education
0406O. The study of education in Social Psychology
0408O. The study of discourse in Social Psychology
0410O. The study of organization in Social Psychology
0411O. Issues on Psychology of Health

0500 Social Sciences and Research in Education
0522C. Sociology of Education
0534C. Migration Studies in Educational Policies
0511O. Political Culture and Education Policy
0516O. Lifelong Learning and Society: Institutions, Systems and Policies

*0531O. Sociology of Migration: Social Networks and Social Integration
*0532O. Management of Social Issues in Periods of Crisis: Knowledge of Society and Institutions
*0533O. Issues of Social Inequality against Gender: Sexual Education - Elimination of Violence – Abuse Forces
0535O. Migration Studies in Educational Policies

0600 Special Education
0606C. Psychology of People with Special Educational Needs

0700 Pedagogy
0701C. Pre-school pedagogy
0704C. Intercultural Education and Pedagogy
0705O. Play and Pedagogy of play
0733C. Modern Pedagogy and Education Sciences
0715O. Education policy and rights
0716O. Education policy and gender
0728O. Education and Modern Families
0729O.Childhood and Children's Rights: Pedagogical Approaches
*0730O. School space: The classroom in natural environment, the nature world in school
*0731O. Curriculum and sustainable development in Early Childhood and Primary Education
*0732O. Sustainable development and active citizenship in education

0900 Linguistics
0912C. Sociolinguistics
0913C. Introductory Principles of Linguistics-Greek Language
0922C. Academic Discourse Practices
0905O. Introduction to Sociolinguistics
0914O. Diachronia and Synchronicity of the Greek Language
0919O. Digital Literacies in Early Childhood
0920O. Discourse Analysis
0921O. Internet Language
*0923O. Making the most of digital storytelling in order to advance literacy
*0924O. ICT and language teaching
*0925O. Digital storytelling and comprehension

1000 Literature
1003C. Children's Literature
1015C. The Narration as Educational Tool
1006O. The History of the Book
1007O. Book Arts
1010O. Creative Writing and Education
1011O. Greek Literature I
1012O. Greek Literature II
1014O. Creative Writing and Language
1016O. Multimedia and Digital Creative Writing Applications
1020O. Creative Writing and Children's Literature
*1021O. Development of expressive skills through folktales' narration
*1023O. Fairy tale and its illustration
*1026O. Folktales and literary tales
1027O. Educational contact with the Book in pre-school education

1300 Computing
1305C. Informatics and ICTs in Education
1313C. Robotics and STEAM training
*1304O. Development of Educational Software
1306O. Development of Digital Material and Teaching Scenarios with ICT – Digital Storytelling
1307O. Advanced teaching techniques through technology
*1308O. Globalization: Teaching and Learning
*1309O. Thinking through the content of teaching
*1310O. Artful Thinking and Accessibility
*1311O. Creating multimedia material
*1312O. Principles of Informatics
1314O. Robotics and STEAM training

1400 Mathematics
1405C. Early Mathematical Concepts and Skills
1402O. Developing the Number Concept
1404O. New Trends and Alternative Perspectives in Mathematics Education

1500 Environmental Education
1502C. Education for the Environment and the Sustainability

1600 Natural Science
1601C. Concepts of Natural Sciences and their representations (I)
1606O. Teaching Biology Concepts – Laboratories and workshops
1607O. Health Education
1612O. The experiment in science teaching

1700 Aesthetic Education
1701C. Art Workshops
1704O. Converting Art Materials
1705O. Arts N Crafts

1800 Music Pedagogy
1809C. Music Pedagogy

1900 Theatrical Education-Theatrical Play
1907C. Theater Education
1904O. Theater Plays Organization
1905O. Dramatization
1908O. Theater Game

2000 Kinetic Education
2001C. Kinetic – Rhythmic Education
2003O. Pedagogical and Games Applications
2005O. Measurement and Evaluation of Perceptual-Motor Abilities and Skills

2100 Pediatrics
2104O. Issues on Pediatrics and First Aid

2200 Teaching Methodology and Practical Training
2201CO. Didactics of Kinetic Education
2202CO. Teaching methodology in social and political education-HRE designs
2209CO. Didactic of Visual Art

2211CO. Teaching of the Mother Tongue
2213C. Teaching Practice: Early Childhood Curricula, Observation, Reflection
2215CO. Teaching biological and environmental concepts
2216CO. Didactics of Informatics and ICT
2217CO. Children's song: creative musical adaptation for the preschool education
2218CO. Designing Learning Activities for Teaching Early Mathematical Concepts
2219C. Teaching practice: Design, Development, and Intervention
2221O. Educational designs and practices in modern learning environments
2222O. Collaborative and multimodal learning approaches
2223O. Educational Action- Research: A methodology to support the educational work
2224CO. Science Teaching and Learning

2300 Foreign language
2307C. English

П18 Students' Practicum (Extended)

2.4. Timetable for the academic year 2021 – 2022

The optional courses of the A.T.E. "Acquisition of Academic Teaching Experience in Young Scientists holding a PhD" (2021-2022) are noted as teaching experience.

1st Semester*

In the first semester, the students of the 1st department declare in alphabetical order from the following list of courses the 7 compulsory core courses and the Practices of Academic Discourse. The total number of compulsory courses corresponds to 32 ECTS.
Students of the 2nd department in alphabetical order declare the 7 compulsory core courses and the English language. The total number of compulsory courses corresponds to 32 ECTS.

Course code and title	Type of course	Instructor	ECTS

0210C. History of Education	C	Georgios Tzartzas (in the current year will be taught by Evaggelia Kalerante)	4
0518C. Education Policy	C	Evaggelia Kalerante	4
0522C. Sociology of Education	C	Evaggelia Kalerante	4
0733C. Modern Pedagogy & Education Sciences	C	Vassiliki Pliogou	4
0913C. Introductory Principles of Linguistics-Greek Language	C	Konstantinos Ntinas & Anna Vakali	4
0922C. Academic Discourse Practices (the students of the 1st department declare it) or 2307C. English (the students of the 2nd department declare it)	C	Temporary Teaching Staff	4
1601C. Concepts of Natural Sciences and their representations (I)	C	Aggelos Sofianidis	4
1809C. Music Pedagogy	C	Temporary Teaching Staff	4

* In the first year of study, students are divided into two departments in alphabetical order to attend the courses in Practical Academic Discourse and English Language. Those who participate in the 1st department declare all the compulsory courses of this semester and the course Practices of Academic Discourse. Those who participate in the 2nd department declare this course in the 2nd semester, and declare in its place the English Language.

2nd semester*

In the second semester, the students of the 1st department in alphabetical order declare from the following list of courses the 5 compulsory core courses and the English Language, and 4 ECTS from the optional courses. The total number of courses corresponds to 28 ECTS.
The students of the 2nd department in alphabetical order declare from the following list of courses the 5 compulsory core courses and the Academic Discourse Practices, and 4 ECTS from the optional courses. The total number of courses corresponds to 28 ECTS.
The successful assessment in the compulsory course 0701C. *"Pre-school Pedagogy"* is a prerequisite, so that in the 3rd and 4th semester students have the right to participate in the First Phase of the Students' Practicum.

Course code and title	**Type of course**	**Instructor**	**ECTS**
0302C. Philosophy of Education	C	Georgios Tzartzas	4
0701C. Pre-school Pedagogy	C	Christina Sidiropoulou	4
0922C. Academic Discourse Practices (the students of the 2nd department declare it) or 2307C. English (the students of the 1st department declare it)	C	Temporary Teaching Staff	4
1015C. The Narration as Educational Tool	C	Anna Vakali	4
1701C. Art Workshops	C	Nikolaos Tamoutselis	4
2001C. Kinetic – Rhythmic Education	C	Kleoniki Semoglou	4
Selected1 from among the following			
0705O. Play and Pedagogy of play	0	Sonia Lykomitou	
0716O. Education policy and gender	O	Evaggelia Kalerante	4
0914O. Diachronia and Synchronicity of the Greek Language	O	Konstantinos Ntinas	4
0924O. ICT and language teaching (A.T.E.)	O	Temporary Teaching Staff	4
1006O. The History of the Book	O	Efthymia Papageorgiou	4
1026E. Folktales and literary tales (A.T.E.)	O	Temporary Teaching Staff	4
1311O. Creating multimedia material (A.T.E.)	O	Temporary Teaching Staff	4

2003Ο. Pedagogical and Games Applications	0	Kleoniki Semoglou (in the current year she will not be taught)	4

* In the first year of study, students are divided into two departments in alphabetical order to attend the courses in Academic Discourse Practices and English Language. Those who participate in the 2nd section declare all the compulsory core courses of this semester and the course Academic Discourse Practices, and two [2] optional courses. Those who participate in the 1st section declare all compulsory core courses, except for the Academic Discourse Practices, in its place declare the course English Language, and two [2] optional courses.

3rd semester

In the third semester, students participating in the Students' Practicum declare from the following list of courses the 24 ECTS from compulsory core courses and another 8 ECTS from the optional courses. The total number of courses corresponds to 32 ECTS. In case they do not participate in the Students' Practicum in the specific semester, they declare the 16 ECTS from the compulsory core courses and another 12 ECTS from the optional courses. The total number of courses corresponds to 28 ECTS.

The successful assessment in the compulsory course 2213C. "Teaching Practice: Early Childhood Curricula, Observation, Reflection" is a prerequisite, so that in the 7th and 8th semester students have the right to participate in the second phase of the Students' Practicum.

Course code and title	**Type of course**	**Instructor**	**ECTS**
0110C. Educational Research Methodology	C	Temporary Teaching Staff (in the current year he will not be taught)	4
0401C. Cognitive Psychology	C	Georgia Stephanou	4
1003C. Childrens' Literature	C	Triantafyllos Kotopoulos	4
1015C. The Narration as Educational Tool (from the old curriculum 2018-2019)	C	Anna Vakali	4
1405Y. Early Mathematical Concepts and Skills	C	Konstantinos Christou	4
2213C. Teaching Practice: Early Childhood Curricula, Observation, Reflection	C	Sonia Lykomitrou & Christina Sidiropoulou	8
Selected 2 or 3 among the following			
0209O. Humanistic Knowledge in Postmodernity	O	Georgios Tzartzas (in the current year he will not be taught)	4
0531O. Sociology of Migration: Social Networks and Social Integration (A.T.E.)	O	Temporary Teaching Staff	4
0729O.Childhood and Children's Rights: Pedagogical Approaches	O	Vassiliki Pliogou (in the current year she will not be taught)	4
0730O. School space: The classroom in natural environment, the nature world in school (A.T.E.)	O	Temporary Teaching Staff	4
1014O. Creative Writing and Language	O	Anna Vakali (in the current year she will not be taught)	4
1021O. Development of expressive skills through folktales' narration (A.T.E.)	O	Temporary Teaching Staff	4
1306O. Development of Digital Material and Teaching Scenarios with ICT – Digital Storytelling	O	Tharrenos Bratitsis	4
1309O. Thinking through the content of teaching (A.T.E.)	O	Temporary Teaching Staff	4

1312O. Principles of Informatics (A.T.E.)	O	Temporary Teaching Staff	4
1606O. Teaching Biology Concepts – Laboratories and Workshops	O	Penelope Papadopoulou	4
1612O. The experiment in science teaching	O	Aggelos Sofianidis	4

* In the second year of study, students are divided alphabetically into two groups, depending on the semester (winter or spring) in which they carry out the first phase of their practicum. In case they participate in the 3rd semester in the practical placement training, they declare from the above table of courses all the compulsory courses (and the practical placement training), and two (2) optional courses. In case they do not participate in the practical placement training in the specific semester, they declare from the above table of courses, all compulsory core courses without the practical training and three (3) optional courses.

4th semester*

In the fourth semester, students' participating in the Students' Practicum declare from the following list of courses the 24 ECTS from compulsory core courses and another 8 ECTS from the optional courses. The total number of courses corresponds to 32 ECTS. In case they do not participate in the practical placement training in the specific semester, they declare the 16 ECTS from the compulsory core courses and another 12 ECTS from the optional courses. The total number of courses corresponds to 28 ECTS.

The successful assessment in the compulsory course 2213C. *"Teaching Practice: Early Childhood Curricula, Observation, Reflection"* is a prerequisite, so that in the 7th and 8th semester students have the right to participate in the second phase of the Students' Practicum.

Course code and title	**Type of course**	**Instructor**	**ECTS**
0402C. Introduction to Social Psychology (from the old Curriculum 2018-2019)	C	Efthalia Konstantinidou	4
0704C. Intercultural Education and Pedagogy	C	Vassiliki Pliogou	4
1305C. Informatics and ICTs in Education	C	Tharrenos Bratitsis	4
1502C. Education for the Environment and the Sustainability	C	Penelope Papadopoulou	4
1907C. Theater Education	C	Stamatis Gargalianos	4
2213C. Teaching Practice: Early Childhood Curricula, Observation, Reflection	C	Sonia Lykomitrou & Christina Sidiropoulou	8
Selected 2 or 3 of the following			
0207O. Historical Pedagogical Anthropology	O	Georgios Tzartzas	4
0404O. Educational Psychology & Elements of Developmental Psychology	O	Georgia Stephanou	4
1011O. Greek Literature I	O	Triantafyllos Kotopoulos	4
1023O. Fairy tale and its illustration (A.T.E.)	O	Temporary Teaching Staff	4
1308O. Globalization: Teaching and Learning (A.T.E.)	O	Temporary Teaching Staff	4
1310O. Artful Thinking and Accessibility (A.T.E.)	O	Temporary Teaching Staff	4
1612O. The experiment in science teaching	O	Aggelos Sofianidis	4

* In the second year of study, students are divided alphabetically into two groups, depending on the semester (winter or spring) in which they carry out the first phase of their practicum. In case they participate in the 3rd semester in the practical placement training, they declare from the above table of courses all the compulsory courses (and the practical placement training), and two (2) optional courses. In case they do not participate in the practical placement training in the specific semester, they declare from the above table of courses, all compulsory core courses without the practical training and three (3) optional courses.

5th semester

In the fifth semester, students declare from the following list of courses the 8 ECTs from compulsory core courses, another 10 ECTS from the compulsory optional courses (didactics courses) and another 12 ECTS from the optional courses.

The successful evaluation in the two compulsory optional (didactics courses) is a prerequisite, so that in the 7th and 8th semester, students have the right to participate in the second phase of the Students' Practicum.

Course code and title	Type of course	Instructor	ECTS
0106Υ. Statistics (from the old Curriculum2018-2019)	C	Sofia Anastasiadou	4
0409Υ. Health Psychology (from the old Curriculum2018-2019)	C	Temporary Teaching Staff	4
0111C. Statistics in Educational Research	C	Temporary Teaching Staff (in the current year he will not be taught)	4
0912C. Sociolinguistics	C	Mariza Georgalou (in the current year he will not be taught)	4
2307C. English (from the old Curriculum2018-2019)	C	Temporary Teaching Staff	Χωρίς ECTS
2201CO. Didactics of Kinetic Education or/and 2209CO. Didactic of Visual Art 2211CO. Teaching of the Mother Tongue or/and 2215CO. Teaching biological and environmental concepts	C (two from four)	Kleoniki Semoglou or/and Nikolaos Tamoutselis or/and Konstantinos Ntinas or/and Penelope Papadopoulou	10
Selected 3 among the following			
0411O. Issues on Psychology of Health	O	Temporary Teaching Staff (in the current year he will not be taught)	4
0511O. Political Culture and Education Policy	O	Evaggelia Kalerante	4
0532O. Management of Social Issues in Periods of Crisis: Knowledge of Society and Institutions (A.T.E.)	O	Temporary Teaching Staff	4
0728O. Education and Modern Families	O	Vassiliki Pliogou	4
0731O. Curriculum and sustainable development in Early Childhood and Primary Education (A.T.E.)	O	Temporary Teaching Staff	4

0905O. Introduction to Sociolinguistics	O	Mariza Georgalou (Optional 3 in the current year teaching will begin after the following 25.11.2021)	4
0923O. Making the most of digital storytelling in order to advance literacy (A.T.E.)	O	Temporary Teaching Staff	4
1007O. Book Arts	O	Efthymia Papageorgiou	4
1020O. Creative Writing and Childrens' Literature	O	Anna Vakali	4
1309O. Thinking through the content of teaching (A.T.E.)	O	Temporary Teaching Staff	4
1904O. Theater plays Organization	O	Stamatis Gargalianos	4
2005O. Measurement and Evaluation of Perceptual-Motor Abilities and Skills	O	Kleoniki Semoglou	4
2222O. Collaborative and multimodal learning approaches	O	Christina Sidiropoulou	4
2223O. Educational Action- Research: A methodology to support the educational work	O	Sonia Lycomitou	4
Π18 Students' Practicum (Extended)	O	Konstantinos Christou	4

6th semester

In the sixth semester, students declare from the following list of courses the 8 ECTs from compulsory core courses, another 10 ECTS from the compulsory optional courses (didactics courses) and another 12 ECTS from the optional courses.

The successful evaluation in the two compulsory optional (didactics courses) is a prerequisite, so that in the 7th and 8th semester, students have the right to participate in the second phase of the Students' Practicum.

Course code and title	**Type of course**	**Instructor**	**ECTS**
0402C. Introduction to Social Psychology	C	Efthalia Konstantinidou (in the current year it will be taught in the 4th semester)	4
0519C. Social Anthropology of Education and Research Applications (from the old Curriculum2018-2019)	C	Temporary Teaching Staff	4
0606C. Psychology of People with Special Educational Needs	C	Temporary Teaching Staff	4
2103C. Pediatrics and First Aid (from the old Curriculum 2018-2019)	C	Temporary Teaching Staff	Χωρίς ECTS
2202CO. Teaching methodology in social and political education-HRE designs or/and 2211CO. Teaching of the Mother Tongue or/and 2216CO. Didactics of Informatics and ICT or/and 2217CO. Children's song: Creative musical adaptation for the Preschool Education or/and 2218CO. Designing Learning Activities for Teaching Early Mathematical Concepts 2224CO. Science Teaching and Learning	Selected 3 among the following	Vassiliki Pliogou or/and Konstantinos Ntinas or/and Tharrenos Bratitsis or/and Temporary Teaching Staff or/and Temporary Teaching Staff Aggelos Sofianidis	10
Selected 3 among the following			
0403O. Psychology of Motivation	O	Georgia Stephanou	4
0516O. Lifelong Learning and Society: Institutions, Systems and Policies	O	Evaggelia Kalerante	4
0705O. Play and Pedagogy of play	O	Sonia Lykomitrou	4
0732O. Sustainable development and active citizenship in (A.T.E.)	O	Temporary Teaching Staff	4
0919O. Digital Literacies in Early Childhood	O	Mariza Georgalou (in the current year the teaching will begin after 25.11.2021)	4
0925E. Digital storytelling and comprehension (A.T.E.)	O	Temporary Teaching Staff	4

1016Ο. Multimedia and Digital Creative Writing Applications	0	Anna Vakali	4
1308Ο. Globalization: Teaching and Learning (A.T.E.)	0	Temporary Teaching Staff	4
1310Ο. Artful Thinking and Accessibility (A.T.E.)	0	Temporary Teaching Staff	4
1908Ο. Theater Game	0	Stamatis Gargalianos	4
2104Ο. Issues on Pediatrics and First Aid	0	Temporary Teaching Staff (in the current year he will not be taugh)	4
2221Ο. Educational designs and practices in modern learning environments	0	Christina Sidiropoulou (in the current year he will not be taught)	4
Π18 Students' Practicum (Extended)	0	Konstantinos Christou	4

7th semester*

In the seventh semester, students' participating in the second phase of the Students' Practicum declare from the following list of courses the 12 ECTS from the Practical Placement Training, the compulsory core course *"Robotics and STEAM training"* with 4 ECTS and another 16 ECTS from the optional courses. The total number of courses corresponds to 32 ECTS. In case they do not participate in the Students' Practicum in the specific semester, they declare the 4 ECTS from the compulsory core course *"Robotics and STEAM training"* and another 24 ECTS from the optional courses. The total number of courses corresponds to 28 ECTS.

Eligible to participate in the second phase of the Students' Practicum are students who have been successfully evaluated at: 0701Y. *"Preschool Pedagogy"* (2nd semester), 2213C. *"Teaching Practice: Early Childhood Curricula, Observation, Reflection"* (3rd or 4th semester), and all four compulsory optional courses (didactics courses) (5th and 6th semester).

Course code and title	Type of course	Instructor	ECTS
0108Y. Writing of Scientific Paper (from the old Curriculum 2018-2019)	C	Co-teaching–Responsible: Stamatis Gargalianos	2
1313C. Robotics and STEAM training	C	Temporary Teaching Staff (in the current year he will not be taught)	4
2219C. Teaching Practice: Design, Development, and Intervention	C	Christina Sidiropoulou - Vassiliki Pliogou & Students' Practicum Committee	12
4 or 6 are selected, depending on the traineeship, from among the following:			
0405O. Applications of Cognitive Psychology in Education	O	Georgia Stephanou	4
0408O. The study of discourse in Social Psychology	O	Efthalia Konstantinidou	4
0410O. The study of organization in Social Psychology	O	Efthalia Konstantinidou	4
0920O. Discourse Analysis	O	Mariza Georgalou (in the current year the teaching will begin after 25.11.2021)	4
1012O. Greek Literature II	O	Triantafyllos Kotopoulos	4
1027O. Educational contact with the Book in pre-school education	O	Efthymia Papageorgiou	4

1307Ο. Advanced teaching techniques through technology	0	Tharrenos Bratitsis	4
1314Ο. Robotics and STEAM training	0	Tharrenos Bratitsis	4
1404Ο. New Trends and Alternative Perspectives in Mathematics Education	0	Konstantinos Christou	4
1704Ο. Converting Art Materials	0	Nikolaos Tamoutselis	4
1905Ο. Dramatization	0	Stamatis Gargalianos	4

* In the fourth year of study, students are divided alphabetically into two groups, depending on the semester (winter or spring) in which they carry out their internship. In case they participate in the 7th semester in the Students' Practicum, they declare from the above course table the *"Practical Placement Training",* the compulsory core course *"Robotics and STEAM training"* and four (4) optional courses. In case they do not participate in the specific semester in the Students' Practicum, they declare from the above table of courses the compulsory core course *"Robotics and STEAM training"* and six (6) optional courses.

8th semester*

In the eighth semester, students participating in the second phase of the Students' Practicum declare from the following list of courses the 12 ECTS from the Practical Placement Training, the compulsory core course *"Migration Studies in Educational Policies"* with 4 ECTS and another 16 ECTS from the optional courses. The total number of courses corresponds to 32 ECTS. In case they do not participate in the Students' Practicum in the specific semester, they declare the 4 ECTS from the compulsory core course *"Migration Studies in Educational Policies"* and another 24 ECTS from the optional courses. The total number of courses corresponds to 28 ECTS.

Eligible to participate in the second phase of the Practical Training are students who have been successfully evaluated at: 0701Y. *"Preschool Pedagogy"* (2nd semester), 2213C. *"Teaching Practice: Early Childhood Curricula, Observation, Reflection"* (3rd or 4th semester), and all four compulsory optional courses (didactics courses) (5th and 6th semester).

Course code and title	**Type of course**	**Instructor**	**ECTS**
0108Y. Writing of Scientific Paper (from the old Curriculum2018-2019)	C	Co-teaching–Responsible: Stamatis Gargalianos	2
0534C. Migration Studies in Educational Policies	C	Temporary Teaching Staff (in the current year he will not be taught)	4
2219C. Teaching Practice: Design, Development, and Intervention	C	Christina Sidiropoulou - Vassiliki Pliogou & Students' Practicum Committee	12
4 or 6 are selected, depending on the traineeship, from among the following:			
0208O. Discipline and Education	O	Georgios Tzartzas	4
0406O. The study of education in Social Psychology	O	Efthalia Konstantinidou	4
0533O. Issues of Social Inequality Against Gender: Sexual Education - Elimination of Violence – Abuse Forces (A.T.E.)	O	Temporary Teaching Staff	4
0535O. Migration Studies in Educational	O	Evaggelia Kalerante	4
0715O. Education policy and rights	O	Evaggelia Kalerante	4
0921O. Internet Language	O	Mariza Georgalou	4
1010O. Creative Writing and Education	O	Triantafyllos Kotopoulos	4
1304O. Development of Educational Software (A.T.E.)	O	Temporary Teaching Staff	4

1402O. Developing the Number Concept	O	Konstantinos Christou (in the current year he will not be taught)	4
1607O. Health Education	O	Penelope Papadopoulou	4
1705O. Arts and Crafts	O	Nikolaos Tamoutselis	4

* In the fourth year of study, students are divided alphabetically into two groups, depending on the semester (winter or spring) in which they carry out their internship. In case they participate in the 8th semester in the Students' Practicum, they declare from the above table of courses the *"Practical Placement Training"*, the compulsory core course *"Migration Studies in Educational Policies"* and four (4) optional courses. In case they do not participate in the specific semester in the Students' Practicum, they declare from the above table of courses the compulsory core course *"Migration Studies in Educational Policies"* and six (6) optional courses.

2.4.1. Summary of ECTS, per course category of every semester

Semester	C courses	ECTS	CO courses	ECTS	C Practical Placement Training	ECTS	O courses	ECTS	TOTAL ECTS/semester
1st	8	32	-	-	-	-	-	-	32
2nd	6	24	-	-	-	-	1	4	28
3rd*	4	16	-	-	1 ή 0	8 ή 0	2 ή 3	8 ή 12	32 ή 28
4th*	4	16	-	-	0 ή 1	0 ή 8	3 ή 2	12 ή 8	28 ή 32
5th	2	8	2	10	-	-	3	12	30
6th	2	8	2	10	-	-	3	12	30
7th**	1	4	-	-	1 ή 0	12 ή 0	4 ή 6	16 ή 24	32 ή 28
8th**	1	4	-	-	0 ή 1	0 ή 12	6 ή 4	24 ή 16	28 ή 32
TOTAL	28	112	4	20	2	20	22	88	240

2.5. Courses description

The outlines of the courses per semester are listed in the order indicated in the tables of section 2.4. The optional courses of the Act "Acquisition of Academic Teaching Experience in Young Scientists holding a PhD" (2021-2022) are noted as ATE. The outlines of the compulsory courses of the old curriculum (2018-2019) are not included.

1st SEMESTER

COMPULSORY COURSES

0210C - History of Education

GENERAL

FACULTY	Humanities and Social Sciences			
DEPARTMENT	Early Childhood Education			
LEVEL OF STUDY	Undergraduate – 1st Cycle			
COURSE CODE	0210C	**SEMESTER**	1st	
COURSE TITLE	**History of Education**			
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**		**CREDITS-ECTS**
		3		4
TYPE OF COURSE	Compulsory			
PREREQUISITES				
LANGUAGE OF LECTURES AND EXAMINATION	Greek			
COURSE OFFERED TO STUDENTS ERASMUS	Yes			
COURSE WEBSITE (URL)	http://eclass.uowm.gr/courses/NURED123/index.php			

LEARNING OUTCOMES

After successful completion of the course, students will be able to:
- know the most important periods in the history of pedagogical ideas in Europe and the pedagogues,
- know the historical, social and economical causes which leads to the development of pedagogical ideas, to understand and analyzed these ideas in their context,
- understand the influences of the pedagogical movements in the foundation and development of the pedagogical ideas in Greece,
- know the most important periods in the development of the Greek educational system from their foundation um today,
- recognize and to explain the different perceptions of the goal and function of educational systems,
- approach the basic pedagogical ideas in a critical ideological, political and socioeconomic context,

General skills

After successful completion of the course students will have acquired to analyze educational processes, to work in an interdisciplinary way, to design, implement and evaluate processes, to exercise creative criticism.

COURSE CONTENTS

Throughout modern history, visions of upbringing and education have been deeply connected to theories of human improvement. Modern educational thought is intimately connected to the vision of education. Their aim is to improve and perfect the individual. The programme of modern education challenging the limit to which humans can be perfected, is formulated by Comenius in the New Epoch, which in the follow constitutes the begin of modern pedagogy.

The predominance of Homo Oeconomicus in the modern world, which some scientists declare as the “end of History”, led humanity to an impass. Today we face various problems, which signal the dystopia of the dominant force behind the Homo Oeconomicus, that is the instrumental rationality/knowledge. The idea of having the power over the individual and nature, leads to their fundamental breakdown, the core concept of western paradigm and raises the question of the end of human life on Earth. As a consequence, Humanistic education lost its importance as a medium of forming the (European) man. But this question never ceases to be of concern to the scientific community.

The unsolved of the society in education with the. The formal educational system supports and reinforces these processes, with the result to stress the simplification of knowledge. Instead to produce a “well made head”, deals with the “well filled Head” (Montaigne). At this point we forget that the goal

The reason way we have this development has different explanations.

On the one side, the expectation of a humanistic vision, particularly of the Enlightenment era, aimed at the perfectibility of man through the power of education, finally remains unfulfilled. This vision lost its importance. Likewise, the other goal of Enlightenment, the autonomy and self-empowerment of man, became an ambivalent one and led him to a dead-end. It is clear that those processes, which initially estimated to bring the individual to liberation, show gradually an unwilling, hidden and negative side.

This self-empowerment of the individual against nature, a central idea of postmodernity, entraps the individual to the use of power and to self alienation. The "Unfinished *Project* of the *Enlightenment"* demonstrates exactly the insufficiency of man to handle his own matters. It is a «silent crisis» of postmodernity and the acceptance of the imperfectability of man.

Today, we know a lot about man, despite this, we cannot describe him. He is the uncivilized animal, which cannot be described and his thought are inscrutable, indefinable …. It is the Homo absconditus».

On the other side, the progress of natural sciences brought about a massive increase of knowledge and to its simplification. Particularly, after the predominance of the economy of liberal markets and the technology, which accepted only economic success and profit as basic criterion of evaluation, in the follow everything that cannot be evaluated belongs to the margin of society, such as aesthetic knowledge.

This process is illustrated even in education matters. The unsolved problems of the society are presented in education as quantitative issues, with the focus on instrumental knowledge. The formal educational system supports and reinforces these processes, with the result to stress the simplification of knowledge. Instead to produce a "well made head", deals with the "well filled Head" (Montaigne). At this point we forget that the main goal of education is to form man as human through education. Humanistic knowledge is in this context a main characteristic of the *conditio humana*.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Class lectures
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Yes
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures - Presentations	39
Teaching design Workshops	40
Individual research and study	21
Total Course	**100 hours**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment method:** final examination

RECOMMENDED BIBLIOGRAPHY

Green Andy - Κιμουρτζής Παν. (επιμ. - μετ.): Εκπαίδευση και Συγκρότηση του Κράτους, Gutenberg 2010.
Κυπριανός, Π. (2004). Συγκριτική Ιστορία της Ελληνικής Εκπαίδευσης, Αθήνα: Βιβλιόραμα
Christoph Wulf, επιστ. επιμ.: Μιχάλης Κοντοπόδης: Ανθρωπολογία, ΕΚΔΟΣΕΙΣ ΠΕΔΙΟ Α.Ε. 2018.

Τζάρτζας, Γ. (2018).*JanAmosComenius: οι Απαρχές της Σύγχρονης Παιδαγωγικής*. Ο άνθρωπος ως «*animaleducandumeteducabilis*». *Αθήνα:* Εκδόσεις Άνθρωπος.
Tzartzas, G. (1998). Schule im gesellschaftlichen Umbruch. Die Entwicklung des modernen griechischen Bildungswesens (1833-1862). Münster/New York/München/ Berlin.
- (1995). Erziehung und kulturelleIdentität in Griechenland, στο: B. Hildebrand/S. Sting (Hrsg.): Erziehung und kulturelleIden BeiträgezurDifferenzpädagogischerTraditionen und Konzepte in Europa. Münster/New York, σ. 43-61.
Τζάρτζας, Γ. (2012). Νεοουμανισμός και Εκπαίδευση στην Ελλάδα του 19ου αι. στο: Πρακτικά του 6ου Διεθνές Συνέδριο, Ιστορία της Εκπαίδευσης. Ελληνική Γλώσσα και Εκπαίδευση. Πανεπιστήμιο Πάτρας.
Τζάρτζας, Γ. (2017).Η Σημασία της Ανθρωπιστικής Γνώσης στις Επιστήμες της Αγωγής, στο: AthensInstituteofLiberalArts (A.I.L.A.).
http://www.aila.org.gr/georgios-tzartzas.
JanAmosComenius (2000⁹). GrosseDidaktik. (Hrsg. vonA. Flitner). Stuttgart.
- (1992). Orbis SensualiumPictus.Zürich.
- (2001). Pampaidia. Allererziehung. (Hrsg. und Übersetzt von Klaus Schaller). Sankt Augustin.
Nussbaum, C. M. (2010). Not for Profit: Why Democracy Needs the Humanities. (The Public Square) Paperback.
Braudel, F. (1958). Histoire et sciences sociales. La longue durée, in: Annales E.S.C., N. 4, pp. 725-53.
- (1991). Η Μεσόγειος και μεσογειακός κόσμος την εποχή του Φιλίππου Β' της Ισπανίας, Τόμος Α΄, Β'.
Herrmann, U. (Hrsg.) (1981). Das pädagogischeJahrhundert. Volksaufklärungim 18. Jahrhundert in Deutschland. WeinheimundBasel.
Kuhn, T. S. (1970). Thestructureofscientificrevolutions. *1962, 1970 by The University of Chicago Press.*
Reble, A. (1990), Ιστορία της Παιδαγωγικής, Αθήνα: Εκδόσεις Παπαδήμας
Μπουζάκης, Σ. (2011). Πανόραμα Ιστορίας της Εκπαίδευσης, Αθήνα: Gutenberg
Τερζής, Ν. (2011). Μελέτη της εκπαίδευσης του νεοελληνισμού, Θεσσαλονίκη: Εκδόσεις Αδελφών Κυριακίδη
-Συναφήεπιστημονικάπεριοδικά:
History of Education Quarterly
PaedagogicaHistorica. International Journal of the History of Education
Θέματα Ιστορίας της Εκπαίδευσης

0518C - Education Policy

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0518C**	**SEMESTER**	1st

COURSE TITLE	EDUCATION POLICY	
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4
TYPE OF COURSE	GENERAL BACKGROUND	
PREREQUISITES		
LANGUAGE OF LECTURES AND EXAMINATION	GREEK	
COURSE OFFERED TO STUDENTS ERASMUS	NO	
COURSE WEBSITE (URL)	http://eclass.uowm.gr/	

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

1) Understand the development of legislation and the formation of policy at a national and international level.
2) Acquire knowledge about special issues of policy formation and how policy is differentiated in the course of time through the dynamics developed in the social whole.
3) Integrate education policy into the broader field of implemented policies for a series of social, political and cultural issues tied to the concepts of citizen, economic subject, integration into social hierarchy and more special issues about personality shaping within changing economic, political and social conditions.

General skills

Searching, analyzing and composing data and information supported by the use of relevant technology. Adaptation to new conditions. Decision making. Autonomous work. Group work. Working in an international environment. Working in an interdisciplinary environment. Production of new research ideas. Respect to diversity and multiculturalism. Social, professional and moral responsibility and sensitivity for gender issues. Criticism and self-criticism. Development of free creative and inductive thinking. Approaching political terms. Association between education and political culture at a national and international level.

COURSE CONTENTS

Clarification of terms and concepts in order to define the education policy as this is formed within its relation to the state, economy and society at a national and international level. The ideological base of reforms is analyzed in comparison with broader international policies about knowledge society and technology, market globalization, sustainable development and lifelong education.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face-to-face

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	**Support of the learning process through the e-class platform**

TEACHING ORGANIZATION

Activity	*Semester Work Load (hours)*
Lectures	39
Seminars	6
Collaborative tasks	7
Group work	7
Bibliography study and analysis	7
Tutoring	4
Interactive teaching	6
Writing assignments	12
Project	12
Total Course	**100**

STUDENT EVALUATION

Evaluation language: GREEK

Assessment methods End-of-term written exam, end-of-term oral exam, mid-term exam, assignment, assignment oral presentation, use of multiple bibliography, workshop or practice, student supervision during workshops or practice, mid-term documentation of student systematic commentary

Evaluation criteria transparency assurance in evaluation of student academic performance

RECOMMENDED BIBLIOGRAPHY

- Grivaris, D. (2005). *Education and education policy between state and market*. Athens: Savvalas.
- Kontogiannopoulou – Polydoridi, G. (2003). *Education policy and practical sociological analysis*. Athens: Ellinika Grammata.
- Askenazy, P. .& Cohen, D. (2009). *Economy today*. Athens: Polis.
- Martinussen, J. (2007). *Society, State, Market*. Athens: Savvalas.
- Kalerante,, E. (2013). *Nikolaos Petroulakis. From education polity to educational act*. Athens: Grigori.
- Mitchell. D.E. & Crowson, R.L. (2011). *Shaping Education Policy: Power and ProcessMar*. London: Routledge.
- Honig, M. (2006). *New Directions in Education Policy Implementation: Confronting Complexity*. New York: State University of New York Press

- **SCIENTIFIC JOURNALS**:
Journal of Education Policy, Routledge International Journal of Sociology, M. E. Sharpe Publishing, USA European Journal of Social Theory, University of Liverpool, UK

0522C - Sociology of Education

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0522C**	**SEMESTER**	1st
COURSE TITLE	SOCIOLOGY OF EDUCATION		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4
TYPE OF COURSE	GENERAL BACKGROUND	
PREREQUISITES		
LANGUAGE OF LECTURES AND EXAMINATION	GREEK	
COURSE OFFERED TO STUDENTS ERASMUS	NO	
COURSE WEBSITE (URL)	http://eclass.uowm.gr/	

LEARNING OUTCOMES

Level 6 (1st Cycle) This is the basic introductory course to the concepts of sociology, sociology of education in particular. The course material aims at introducing students to basic concepts such as socialization, social control, social institutions, education apparatus and their role in social reproduction, educational and social inequalities, the role of school in social and professional stratification and mobility. It also refers to concepts such as "cultural capital", "dominant ideology", "class inequality", "otherness and cultural difference", etc. and it aims to interpret, analyze and clarify the role of the contemporary education system.

After successful completion of the course, students will be able to:

1) Know the basic and crucial features of the concepts which compose the frame of sociology, sociology of education in particular.
2) Know the basic tools for analyzing and evaluating sociology of education.
3) Understand the basic terms of analysis and methodology for sociology of education.
4) Use methodological tools to analyze the education institutions.
5) Understand the correlations of power which form the role and mission of education policy.
6) Interpret the role and function of education institutions within the contemporary social scheme.
7) Use the tools of sociological thought and analysis in the applied educational research and everyday educational act.

General skills

- Promotion of free, creative and critical thinking
- Social, professional and moral responsibility in terms of the educational act
- Ability of autonomous and collaborative work in a dynamic, multicultural environment

COURSE CONTENTS

- Basic concepts and tools of sociology
- Basic concepts and tools of sociology of education
- Social institutions
- Socialization
- Social control
- School, education system, education policy
- Educational and social inequality
- Class, social, geographical, cultural inequalities and differences
- Social reproduction and the education system
- Cultural capital and education
- Dominant ideology and the education system
- Education and political power
- Forms of social awareness and collective representations in the education system

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face-to-face

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	**Use of ICT in communication with students / Use of ICT in lesson delivery**
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Bibliography study and analysis	23
Seminars	23
Workshops / Case Studies	15
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: GREEK **Assessment methods** a) ***Essay writing***: critical analysis of questions which demand a compositional, combinatory and interpretative approach, b) ***Written assignment***: research and analysis of certain problems approached as Case Studies aiming at using the sociological method. **Evaluation criteria**

RECOMMENDED BIBLIOGRAPHY

- Manhheim, K. & Stewart, W.A.C (1962). *An Introduction to the Sociology of Education,* London.
- Morrish, I. (1972). *The Sociology of Education*, An Introduction, London: G.Allen & Unwin.
- Bourdieu, P. & Passeron, J. (1977). *Reproduction in Education, Society and Culture*, London: Sage.
- Banks, O. (1987). *The Sociology of Education.* Thessaloniki: Paratiritis.
- Lampiri - Dimaki, I. (1987), Yesterday and Today of Sociology in Greece, in Lampiri - Dimaki, I. (1987) *Sociology in Greece Today.,* Athens: Papazisi.
- Tsoukalas, K. (1985). *Dependence and reproduction: The social role of education institutions in Greece (1830-1922)*. Athens: Themelio.
- Fragoudaki, A. (1985). *Sociology of Education. Theories on social inequality in school.* Athens: Papazisi.
- Tsoukalas, K. (1987). *State, Society and Work in post-war Greece.* Athens: Themelio.
- Tsoukalas, K. (1999). *Reflections of culture.* Athens: Themelio.
- Mylonas, Th. (2004). *The reproduction of social classes through school apparatus*. Athens: Gutenberg.

- **SCIENTIFIC JOURNALS**:

0733C - Modern Pedagogy and Education Sciences

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0733C**	**SEMESTER**	1st
COURSE TITLE	MODERN PEDAGOGY and EDUCATION SCIENCES		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4
TYPE OF COURSE	General background	
PREREQUISITES	No	
LANGUAGE OF LECTURES AND EXAMINATION	Greek	
COURSE OFFERED TO STUDENTS ERASMUS	Yes (in English)	
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED495/	

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

Knowledge regarding:

1. Theoretical foundation of Pedagogical Science and familiarity with its basic concepts.
2. Branches of Pedagogical Science and its relationship with the Sciences of Education.
3. Research methods of Pedagogy.
4. Genesis of the idea of childhood and the evolution of pedagogical thinking with reference to key representatives, from the 18th century until today, in Greece and abroad.
5. Interaction of education, family and other institutions in the light of the space-time, historical-political and socio-cultural context.
6. Teacher / student relations, educational teaching and learning strategies, current trends in Pedagogy and the field of Education Sciences.

Skills

1. Reflection, understanding and analysis of issues of educational topicality.
2. Critical approach of pedagogical theories and their differences.

General skills

By actively participating in the course, students at the end of the semester will have acquired the following skills:
1. To deepen in the fields of Pedagogical Science and in its relation with the other Sciences of Education and Training.
2. To identify the methods of educational research.
3. Recognize the process of establishing the pedagogical relationship and interpersonal communication in the classroom.
4. To approach critically the issues of modern educational topicality.
5. Search for information, collect data from the literature and the internet and obtain tools for the analysis of bibliographic sources and multimodal material (eg movies, textbooks, media, etc.)
6. To be introduced to ways of individual and group work.

COURSE CONTENTS

The course introduces students to the field of Pedagogical Science and its collaboration with the Education Sciences.
The basic terms of Pedagogical Science, the pedagogical and didactic stakes, as well as the pedagogical currents and movements from the 18th to the 21st century are analyzed, referring to their main representatives. The dialectical view of pedagogical theories and educational political and social institutions is chosen in the light of the respective space-time, historical-political and socio-cultural context. Teacher / student-student relations, educational teaching and learning strategies, current trends in Pedagogical Science and educational research methods are highlighted.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	**Slide show, internet use, E-CLASS, e-mail**

TEACHING ORGANIZATION

Activity	***Semester Work Load (hours)***
Lectures	39
Independent study-Study for the exams	21
Presentations of works-discussion	20
Essay writing	20

	Total Course	***100***
STUDENT EVALUATION	**Evaluation language**: Greek and/or English **Assessment methods** (weight % if it is necessary): **Evaluation criteria** (weight % if it is necessary): For the evaluation of students, the following are taken into account: 1. Their consequence on the obligations of the course. 2. Written individual / group work. 3. Presentation of the work. 4. Exams.	

RECOMMENDED BIBLIOGRAPHY

- Androusou, A., Tsafos, V. (eds.) (2020). *Education Sciences. A dynamic interdisciplinary field*. Athens: Gutenberg (in Greek).
- Aubrey, K. & Riley, A. (2020). *Understanding and Using Challenging Educational Theories* (ed. V. Mitropouloy, C. Tourtouras). Athens: Tziolas (in Greek).
- Bartlett, St., Burton, D. (2019). *Introduction to Education Sciences* (ed. St. Vassilopoulos, trans. E. Avgita). Athens: Gutenberg (in Greek).
- Conkbayir, M., Pascal, C. (2019). *Introduction to Classical and Modern Theoretical Approaches in Preschool Education* (ed. E. Kakouros, E. Mousena, trans. A. Griva). Athens: Gutenberg (in Greek).
- Grollios, G. Asimakopoulou, D. (eds.) (2011). *Progressive Education and Curricula.* Thessaloniki: Epikentro (in Greek).
- Goehlich, M. (2003). *Child-centered dimension in learning* (intr. & ed. K. Chrysafidis, trans. E Nousia). Athens: Typothito – G. Dardanos (in Greek).
- Hofstetter, R., Schneuwly, B. (2004). *Introduction to Education Sciences* (trans. D. Karakatsani). Athens: Metaichmio (in Greek).
- Houssaye, J. (επιμ.) (2000). *Fifteen educators. Milestones in the history of pedagogical* (trans. D. Karakatsani). Athens: Metaichmio (in Greek).
- Kron, W. Fr. (2012). *Basic Knowledges in Pedagogy* (ed. A. Sofos). Athens: Ion (in Greek).
- Mavroeidis, G. (2011). *Introduction to Education Sciences*. Athens: Grigoris (in Greek).
- Mialaret, G. (2008). *Education Sciences. The formulation and evolution of a scientific field* (trans. D. Karakatsani). Athens: Metaichmio (in Greek).
- Mialaret, G. (2011). *On Pedagogy and Education* (eds. P. Kalogiannaki and K. Karras). Athens: Gutenberg.
- Pliogou, V, Karakatsani, D. (eds.) (2020). *Current trends of Pedagogical theory and practice. Democracy, Citizenship and Diversity*. Athens: Gutenberg (in Greek).
- Pasias, G., Flouris, G. and Fotinos, D. (2015). *Pedagogy and Education.* Athens: Grigoris (in Greek).

0913C - Introductory Principles of Linguistics-Greek Language

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0913C**	**SEMESTER**	1st
COURSE TITLE	INTRODUCTORY PRINCIPLES OF LINGUISTICS-GREEK LANGUAGE		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3+1	4

TYPE OF COURSE	General background
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	No
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED102/

LEARNING OUTCOMES

Introduction of students to general concepts of linguistics, necessary for the study of modern literature.

General skills

Work in an interdisciplinary environment
Production of new research ideas
Promoting free, creative and inductive thinking

COURSE CONTENTS

I. Theoretical part:
1. The sound (pthongos): Introduction to the vocal. Vocals of the modern Greek language
2. The phoneme: Introduction to phonology. Phonology of modern Greek. The voices of modern Greek, relations of voices, passions of voices and consonants, emphasis.

3. The form: Introduction to morphology. Morphology of modern Greek. The grammatical categories of noun (gender, number, declension, inflection) and verb (person, time, inflection, mood, way-aspect). II. Practical part: Language exercises (compilation and processing of texts of pedagogical and scientific speech / thickening and development of speech).

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	**Use of ICT in Teaching**
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Tutorial exercises	11
Individual research and study (literature search, Internet research):	10
Exam preparation	40
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods** (weight % if it is necessary): Written exams & exercises in tutoring courses **Evaluation criteria** (weight % if it is necessary):

RECOMMENDED BIBLIOGRAPHY

- Lyons, J., *Εισαγωγή στη Θεωρητική Γλωσσολογία*. Αθήνα: Μεταίχμιο, 2002.
- Martinet, A., *Στοιχεία Γενικής Γλωσσολογίας*. Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών, 1976.
- Mounin, G., *Κλειδιά για τη Γλωσσολογία*. Αθήνα: M.I.E.T., 1984.
- Φιλιππάκη - Warburton, Ει., *Εισαγωγή στη Θεωρητική Γλωσσολογία*. Αθήνα: Νεφέλη, 1992.
- Χατζησαββίδης, Σ., *Γραμματική της Νέας Ελληνικής, τ. Α. Θεωρητικές βάσεις και περιγραφή (Φωνητική-Φωνολογία-Μορφολογία).* Θεσσαλονίκη, 2009.
- Fromkin, V., Rodman, R., Hyams, N. (2008). *Εισαγωγή στη μελέτη της γλώσσας*. Αθήνα, Πατάκης, 2008.
- Κρύσταλ, Ντ., *Λεξικό Γλωσσολογίας και Φωνητικής* (μτφρ. Γ. Ξυδόπουλος), Αθήνα: Πατάκης, 2000.
- Nespor, M., *Φωνολογία* (Προσαρμ. στην ελληνική γλώσσα: Αγγ. Ράλλη & M. Nespor), Αθήνα: Πατάκης, 1999.

- Πετρούνιας, Ε., *Νεοελληνική Γραμματική και συγκριτική ανάλυση. Μέρος Α΄: Θεωρία*, Θεσσαλονίκη: Ζήτης, 2002.
- Γαβριηλίδου, Ζ. *Φωνητική συνειδητοποίηση και διόρθωση παιδιών προσχολικής και πρώτης σχολικής ηλικίας*, Αθήνα: Πατάκης, 2003.
- Holton, D. et al., *Γραμματική της ελληνικής γλώσσας* (Μτφρ. Β. Σπυρόπουλος), Αθήνα: Πατάκης, 1999.
- Ιορδανίδου, Α. (Επιστ. επιμ.), *Οδηγός της νεοελληνικής γλώσσας*, Αθήνα: Πατάκης, 1999.
- Παπαναστασίου, Γ., *Νεοελληνική ορθογραφία. Ιστορία, θεωρία, εφαρμογή*, Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών, 2008.
- Πετρούνιας, Ε., *Νεοελληνική Γραμματική και συγκριτική ανάλυση. Μέρος Α΄: Θεωρία*, Θεσσαλονίκη: Ζήτης, 2002.
- Ρεβυθιάδου, Α. & Μ. Τζακώστα, *Η Φωνολογία στη διδασκαλία της ελληνικής ως ξένης γλώσσας*, Αθήνα: Πατάκης, 2007.
- Αναστασιάδη-Συμεωνίδη, Α., *Η νεολογία στην Κοινή Νεοελληνική*. Θεσσαλονίκη: ΕΕΦΣ. Επιστημονική Επετηρίδα Φιλοσοφικής Σχολής Α.Π.Θ, 1986.
- Αναστασιάδη-Συμεωνίδη, Α. κ.ά. (Επιμ.), *Το γένος*, Αθήνα: Πατάκης, 2003.
- Κατσιμαλή, Γ. & Φ. Καβουκόπουλος. *Ζητήματα νεοελληνικής γλώσσας. Διδακτική προσέγγιση*, Ρέθυμνο: Πανεπιστήμιο Κρήτης, 1996.
- Mattews, P.H., *Morphology*, Cambridge: Cambridge University Press, 1991.
- Μπαμπινιώτης, Γ., *Το ρήμα της ελληνικής*, Αθήνα: Ίδρυμα Σοφίας Σαριπόλου, 1972.
- Νάκας, Θ, & Ζ. Γαβριηλίδου, *Παραθετικά σύνθετα*. Αθήνα: Γλώσσα, Παράρτημα 1, 2002.

0922C – Academic discourse practices

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0922C**	**SEMESTER**	1st & 2nd
COURSE TITLE	Academic discourse practices		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Compulsory
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	No
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

- Identify the structure and the linguistic features of an academic essay
- Understand and produce written, spoken and multimodal academic discourse
- Recognize the main phases and the prerequisites for writing an academic essay
- Search bibliographic sources using the new technologies offered by the libraries
- Record bibliographic references according to established writing styles and formats for academic documents
- Write the discrete parts of an academic essay
- Present orally their academic essay using the necessary technologies

General skills

- Retrieve, analyze and synthesize data and information, with the use of necessary technologies
- Work autonomously
- Advance free, creative and causative thinking
- Be critical and self-critical
- Demonstrate social, professional and ethical commitment

COURSE CONTENTS

The course aims at equipping students with skills, which will enable them to conduct, write and present academic papers. It also prepares them for writing their dissertation.

I. Structure and content of an academic paper
II. Features of academic texts (vocabulary, organization, rhetorical structure, cohesion)
III. Searching for bibliography and citing bibliographic references
IV. Research methodology, formulating the research aim and the research questions
V. Selecting research method
VI. Presenting research findings
VII. Oral presentation of academic papers

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Lectures and exercises in class

<table>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</td><td>Use of e-journals and other electronic sources and technological means</td></tr>
<tr><td>TEACHING ORGANIZATION</td><td>
<table>
<tr><th>Activity</th><th>Semester Work Load (hours)</th></tr>
<tr><td>Lectures and practice in class</td><td>39</td></tr>
<tr><td>Individual research and study</td><td>21</td></tr>
<tr><td>Writing individual and/or team projects</td><td>40</td></tr>
<tr><td>Total Course</td><td>100</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION</td><td>Evaluation language: Greek

Assessment methods (weight %if it is necessary):

Evaluation criteria (weight % if it is necessary):</td></tr>
</table>

RECOMMENDED BIBLIOGRAPHY

Bailey, S. (2017) *Academic writing: A handbook for international students*. 5th ed. New York: Routledge.
Coffin, C., Curry, M.J., Goodman, S., Hewings, A., Lillis, T.M. & Swann, J. (2003) *Teaching academic writing: A toolkit for higher education.* London: Routledge.
Creme, P. &Lee, M.R. (2008) *Writing for university: A guide for students.* 3rded. Berkshire: Open University Press & McGraw Hill.
Damaskinidis, G. & Christodoulou, A. (2014) *Writing research proposals for social sciences and humanities in a higher education context.* Athens: Epikentro. (in Greek)
Eco, U. (2001) *How to write a dissertation.* Athens: Nissos. (in Greek)
Evdoridou, E. & Katakasidis, Th. (2017) *Academic writing*. Thessaloniki: Tziola Publications. (in Greek)
Zafeiropoulos, K. (2015) *Scientific research and dissertation writing.* Athens: Kritiki. (in Greek)
Gillett, A., Hammond, A. & Martala, M. (2009) *Inside track to successful academic writing*. Harlow: Pearson Education Limited.
Hyland, K. (2009) *Academic discourse: English in a global context.* London: Continuum.
Jordan, R.R. (2004) *Academic writing course: Study skills in English.* 3rded. London: Longman.
Katsalirou, A. (2012) Academic vocabulary in Greek. *Studies in Greek Language* 32: 377-386. (in Greek)
Koutsoulelou-Michou, S. (2009) *Perspectives of academic discourse.* Athens: Gutenberg. (in Greek)
Lekka, V. (2005) *The language of academic texts.* Athens: Ellinika Grammata. (in Greek)
Liargkovas, P., Dermatis, Z. & Komninos, D. (2018) *Research methodology and dissertation writing.* Thessaloniki: Tziola Publications. (in Greek)

Mouratoglou, N. & Tsironi, P. (2014) Academic discourse in Greek higher education. In E. Griva, D. Koutsogiannis, K. Dinas, A. Stamou, A. Chatzipanagiotidi, & S. Chatzisavvidis (eds.), *Conference proceedins "Critical literacy in school practice"* (in Greek)
Boutoulousi, E. (2010) Multimodality and multiliteracies in a higher education linguistics seminar: The example of argumentation. *Studies in Greek Language* 30: 411-421. " (in Greek)
Stamelos, G. & Dakopoulou, A. (2006) *Dissertation in social sciences.* Athens: Metaihmio. " (in Greek)
Vladimirou, D. (2014) Author positioning and audience addressivity by means of 'we' in Greek academic discourse. In T-S. Pavlidou (Ed.), *Constructing collectivity: 'We' across languages and contexts*. Amsterdam: John Benjamins. 265-285.

- **SCIENTIFIC JOURNALS**:

Journal of Academic Writing
Written Communication

2307C – English

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**2307C**	**SEMESTER**	1st
COURSE TITLE	English		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	General foundation
PREREQUISITES	
LANGUAGE OF LECTURES AND EXAMINATION	English
COURSE OFFERED TO STUDENTS ERASMUS	No
COURSE WEBSITE (URL)	http://eclass.uowm.gr/courses

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

1) Develop and practice language skills in an academic environment (reading, writing, listening, speaking)
2) Familiarize themselves with understanding authentic texts related to pedagogy and preschool education
3) Learn special terminology through the use of articles, videos, and other material
4) Develop language and other skills in producing individual and group projects

General skills

- Apply knowledge in practice
- Make decisions
- Work independently and in groups
- Work in an international context
- Respect diversity
- Demonstrate social, professional and ethical responsibility and gender sensitivity
- Exercise criticism and self-criticism
- Promote free, creative and inductive thinking

COURSE CONTENTS

- Reading and understanding of authentic academic and pedagogical texts
- Practice in understanding authentic speech
- Practice in communication and discussion skills
- Academic writing through comprehension exercises and other tasks

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	**Use of ICT**
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Various in class activities	20

	Autonomous Study & Exam Preparation: 41 **Total Course: 100**
STUDENT EVALUATION	**Evaluation language**: English **Assessment methods** (weight %): - Group project (30%) - Final Written Exam (70%)

RECOMMENDED BIBLIOGRAPHY

- Gilliland, T., & Dooley, J. (2017). *Career Paths: Kindergarten Teacher*. Express Publishing.
- Brown Ch., Benson McMullen M., (2019). *The Wiley Handbook of Early Childhood Care & Education*.
- Yelland, Nicola (2005). *Critical Issues in Early Childhood Development*. Open University Press.
- Αργυρούλης Β. (2020) Αγγλική Ορολογία για για Παιδαγωγικές και Ανθρωπιστικές Επιστήμες. Broken Hill Publishers Ltd, Εκδόσεις Π. Χ. Πασχαλίδης.

1601C – Science Concepts and their Representations

GENERAL

FACULTY	HumanitiesandSocialSciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1601C**	**SEMESTER**	1
COURSE TITLE	Science Concepts and their representations		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**	

	3	4
TYPE OF COURSE	Compulsory, Scientific Area	
PREREQUISITES	No	
LANGUAGE OF LECTURES AND EXAMINATION	Greek	
COURSE OFFERED TO STUDENTS ERASMUS		
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED462/	

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:
1) Describe, predict and interpret natural phenomena using relevant concepts, ideas and concepts,
2) Recall the alternative perceptions of kindergarten students and young children
3) Identify the steps of an inquiry-based scientific activity and understand its purpose,
4) Design simple activities to handle students' alternative perceptions and/or introduce science concepts using simple phenomena in the following content areas:
- Structure of matter (states of matter, classification criteria and changes of state)
- Pressure in solids, gases and liquids,
- Floating - sinking
- Atomic model, subatomic particles, chemical compounds and mixtures
- Temperature, heat and related phenomena.
- Sound and sound waves

General skills

- Searching, analysing and interpreting data and information
- Cooperation and teamwork
- Independent work and study
- Critical thinking
- Scientific skills

COURSE CONTENTS

The concepts and ideas of science are introduced to students in order to enable them to predict, describe and interpret simple physical phenomena. At the same time, students are informed about the alternative perceptions (AC) of university students, kindergarten students and infants and how they can deal with them. The ideas and phenomena in the course are related to: Structure of Matter, Pressure in solids, gases and liquids, Buoyancy and immersion, Atomic model, Subatomic particles, Chemical compounds and mixtures, Temperature, Heat and related phenomena and Sound.

Structure: 1) Why do we teach science in kindergarten? - Why are we teaching why we are doing this? 2) Description of tesson 2) States of matter, characteristics, basic physical units and mixtures 3) Students' ACs and their characteristics, conceptual change 4) Investigating ACs, handling questions 5) Students' ACs about states of matter, mass, volume, mixtures, air, suggested activities 6) The concept of Pressure, Hydrostatic pressure, Atmospheric pressure, Pressure in fluids 7) Anosis, Floating and Sinking and how it is related to Density 8) Student's ACs on Pressure, Hydrostatic pressure, Atmospheric Pressure, Floating and Sinking, suggested activities 9) Temperature, Heat, State Changes, and other related phenomena 10) Student's ACs on Temperature, Heat, State Changes, and related phenomena, suggested activities 11) Atomic model, subatomic particles, and related phenomena, student's ACs 11) Oscillations, waves, sound, and student's ACs on sound, suggested activities 13) Reflection on the lesson and discussion for the exam.

TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>LECTURE METHOD</td><td>Face to Face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</td><td>- PowerPoint presentation during the course
- Modern online quizzes during the course
- An e-classroom platform that includes the following:
- Doodle video with lesson summary
- Presentations of the course in Pdf format and projection
- Augmented reality quiz for self-assessment
- Group work (electronic submission and feedback)
- Formative evaluation

Students can communicate personally with the lecturer via e-mail.</td></tr>
<tr><td>TEACHING ORGANIZATION</td><td><table>
<tr><th>Activity</th><th>Semester Work Load (hours)</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Personal research and study</td><td>21</td></tr>
<tr><td>Online research</td><td>10</td></tr>
<tr><td>Preparing for group assignments</td><td>10</td></tr>
<tr><td>Preparation for the final evaluation</td><td>20</td></tr>
<tr><td>Total Course</td><td>100</td></tr>
</table></td></tr>
<tr><td>STUDENT EVALUATION</td><td>Evaluation language: Greek</td></tr>
</table>

	Assessment methods(weight %if it is necessary): 1. Final exams (80%) 2. Group assignments - Formative assessment (20%) **Evaluation criteria**(weight % if it is necessary): 1. Knowledge of the subject (40%) 2. Physics teaching and students' alternative perceptions (40%) 3. Development of relevant skills (20%) And 1. Remembering and Understanding (40%) 2. Applying (40%) 3. Problem-solving (analysis, evaluation, creation) (20%)

RECOMMENDED BIBLIOGRAPHY

Driver, R., Squires, A., Rushworth, P. & Wood-Robinson, V. (1998) Building Concepts in Science. Athens Typophyto
Hewitt, P. (2004) The concepts of physics. Heraklion: University Publications of Crete.
Kariotoglou, P. (2006) Pedagogical Content Knowledge in Science: Three case studies Thessaloniki.
Ravanis, K. (1999) Science in pre-school education. Athens Typothyto

-**SCIENTIFIC JOURNALS**:

International Journal of Early-Years Science Education: https://www.tandfonline.com/toc/ciey20/current
International Journal of Science Education: https://www.tandfonline.com/toc/tsed20/current
Education Sciences (open access): https://www.mdpi.com/journal/education
Frontiers in education (open access): https://www.frontiersin.org/journals/education

1809C - Music Pedagogy

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1809C**	**SEMESTER**	1st
COURSE TITLE	Music Pedagogy		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	3

TYPE OF COURSE	Required
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED356/

LEARNING OUTCOMES

- 1) Introduction to the History of Western Art Music
- 2) Acquaintance with Composers belonging to the Greek Artistic Music Creation
- 3) Basic principles of music pedagogical methods
- 4) Utilization of works from Western Art Music Creation (as well as Greek) in music pedagogical activities

General skills
- Search, collection, analysis and synthesis of data and information using the necessary technologies.
Adaptation to new situations
Decision making
Autonomous work
Work in an interdisciplinary environment
Production of new research ideas
Exercise criticism and self-criticism
Promotion of historical thought

The course aims to acquaint students with composers, music educators, music education systems and works of Artistic Music Creation in order for these elements to be used by them in music education activities. It is an introduction and develops the sense of further research and use of these tools in their later professional career.

COURSE CONTENTS

The course of Music Pedagogy is an introduction to it and its basic concepts. Prerequisite is the acquaintance with the History of Western Art Music as well as with the repertoire of this style. Many works from this total repertoire have been proposed and used in various music pedagogical activities and activities based on the Greek and international literature. An important element is the acquaintance with the Greek art music creation (Modern Greek National Music School, Music Avant-Garde, etc.) and how, works of Greek Composers, can be utilized in the music pedagogical practice.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Yes
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Individual study / research during the courses	11
Preparation / presentation of individual and group work	30
Exam preparation	20
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek/English if it is necessary **Assessment methods**: written examinations

RECOMMENDED BIBLIOGRAPHY

- Andronoglou, I. (2020). *Greek traditional music as a source of inspiration in the composition of works for guitar*. Heraklion: Aerakis Cretan Musical workshop-Seistron. (In Greek)
- Andronoglou, I. (2018). *Notes for the course "Music Pedagogy".* Florina: University of Western Macedonia. (In Greek)
- Andronoglou, Ioannis. (2017). *The evolution of the technique and the instruction of guitar in Greece (by reference to the methods and the musical compositions)* (Ph. D. thesis). National and Kapodistrian University of Athens, Athens, Greece. (In Greek).
- Androutsos, P. (1995). *Methods of teaching music*. Athens: Orpheus. (In Greek).

- Dionysiou, Z. (2009). Contribution to Music Teaching. In X. Papapanagiotou (ed.) Issues of Music Pedagogy (267-295). Thessaloniki: Hellenic Association for Music Education.
- Karadimou-Liatsou, P. (2003). *Music pedagogy in the 20th century. The most important views for preschool age*. Athens: Nikolaidis. (In Greek)
- Nef, C. (1985). History of music. Athens: Votsis. (In Greek)
- Papazaris, A. (1999). Music learning and education. Athens: Papazisis. (In Greek)
- Romanou, K. (2000). *History of Neohellenic Art Music*. Athens: Cultura. (In Greek)
- Sergi, L. (2000). *Creative music education for our children*. Athens: Gutenberg. (In Greek)
- Tsetsos, M. (2013). *Greek music: Issues of ideological and institutional critique*. Athens: Papagrigoriou-Nakas. (In Greek)
- Tsetsos, M. (2012). *Elements and Environments of Music. A Philosophical Introduction to Musicology*, Athens: Fagotto. (In Greek)
- Tsetsos, M. (2011). *Nationalism and populism in Modern Greek music: Political aspects of a cultural deviation*. Athens: Sakis Karagiorgas. (In Greek)

2nd SEMESTER

COMPULSORY COURSES

0302C - Philosophy of Education

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	0302C	**SEMESTER**	2nd
COURSE TITLE	**Philosophy of Education**		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Compulsory
PREREQUISITES	
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes
COURSE WEBSITE (URL)	http://eclass.uowm.gr/courses/NURED123/index.php

LEARNING OUTCOMES

After successful completion of the course, students will be able to:
- know the most important periods in the history of pedagogical ideas in Europe and the pedagogues,
- know the historical, social and economic causes which leads to the development of pedagogical ideas, to understand and analyzed these ideas in their context,
- understand the influences of the pedagogical movements in the foundation and development of the pedagogical ideas in Greece,
- recognize and to explain the different perceptions of the goal and function of educational systems,
- approach the basic pedagogical ideas in a critical ideological, political and socioeconomic context.

General skills

After successful completion of the course students will have acquired to analyze educational processes,

to work in an interdisciplinary way, to design, implement and evaluate processes, to exercise creative criticism.

COURSE CONTENTS

Throughout modern history, visions of upbringing and education have been deeply connected to theories of human improvement. Modern educational thought is intimately connected to the vision of education. Their aim is to improve and perfect the individual. The programme of modern education challenging the limit to which humans can be perfected, is formulated by Comenius in the New Epoch, which in the follow constitutes the begin of modern pedagogy.

The predominance of Homo Oeconomicus in the modern world, which some scientists declare as the “end of History”, led humanity to an impass. Today we face various problems, which signal the dystopia of the dominant force behind the Homo Oeconomicus, that is the instrumental rationality/knowledge. The idea of having the power over the individual and nature, leads to their fundamental breakdown, the core concept of western paradigm and raises the question of the end of human life on Earth. As a consequence, Humanistic education lost its importance as a medium of forming the (European) man. But this question never ceases to be of concern to the scientific community.

The unsolved of the society in education with the. The formal educational system supports and reinforces these processes, with the result to stress the simplification of knowledge. Instead to produce a “well made head”, deals with the “well filled Head” (Montaigne). At this point we forget that the goal

The reason way we have this development has different explanations.

On the one side, the expectation of a humanistic vision, particularly of the Enlightenment era, aimed at the perfectibility of man through the power of education, finally remains unfulfilled. This vision lost its importance. Likewise, the other goal of Enlightenment, the autonomy and self-empowerment of

man, became an ambivalent one and led him to a dead-end. It is clear that those processes, which initially estimated to bring the individual to liberation, show gradually an unwilling, hidden and negative side.

This self-empowerment of the individual against nature, a central idea of postmodernity, entraps the individual to the use of power and to self alienation. The "Unfinished *Project* of the *Enlightenment"* demonstrates exactly the insufficiency of man to handle his own matters. It is a «silent crisis» of postmodernity and the acceptance of the imperfectability of man.

Today, we know a lot about man, despite this, we cannot describe him. He is the uncivilized animal, which cannot be described and his thought are inscrutable, indefinable …. It is the Homo absconditus».

On the other side, the progress of natural sciences brought about a massive increase of knowledge and to its simplification. Particularly, after the predominance of the economy of liberal markets and the technology, which accepted only economic success and profit as basic criterion of evaluation, in the follow everything that cannot be evaluated belongs to the margin of society, such as aesthetic knowledge.

This process is illustrated even in education matters. The unsolved problems of the society are presented in education as quantitative issues, with the focus on instrumental knowledge. The formal educational system supports and reinforces these processes, with the result to stress the simplification of knowledge. Instead to produce a "well made head", deals with the "well filled Head" (Montaigne). At this point we forget that the main goal of education is to form man as human through education. Humanistic knowledge is in this context a main characteristic of the *conditio humana*.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Class lectures
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Yes
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures - Presentations	39
Teaching design Workshops	40
Individual research and study	21
Total Course	**100 hours**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment method:** final examination

RECOMMENDED BIBLIOGRAPHY

- Green Andy - Κιμουρτζής Παν. (επιμ. - μετ.): Εκπαίδευση και Συγκρότηση του Κράτους, Gutenberg 2010.

- Κυπριανός, Π. (2004). Συγκριτική Ιστορία της Ελληνικής Εκπαίδευσης, Αθήνα: Βιβλιόραμα
- Christoph Wulf, επιστ. επιμ.: Μιχάλης Κοντοπόδης: Ανθρωπολογία, ΕΚΔΟΣΕΙΣ ΠΕΔΙΟ Α.Ε. 2018.
- Ανδρέας Μ. Καζαμίας (2020). Ο Σωκράτης και η ανθρωπιστική παιδεία στη νεωτερικότητα. Κρίση παιδείας και δημοκρατίας. Homo Humanus Novus, τομ.1, Επιμέλεια Σειράς: Γεώργιος Τζάρτζας. Αθήνα.
- Τζάρτζας, Γ. (2018).*Jan Amos Comenius: οι Απαρχές της Σύγχρονης Παιδαγωγικής*. Ο άνθρωπος ως «*animal educandum et educabilis*». *Αθήνα:* Εκδόσεις Άνθρωπος.
- Tzartzas, G.(1998). Schule im gesellschaftlichen Umbruch. Die Entwicklung des modernen griechischen Bildungswesens (1833-1862). Münster/New York/München/ Berlin.
- (1995).Erziehung und kulturelleIdentität in Griechenland, στο: B. Hildebrand/S. Sting (Hrsg.): Erziehung und kulturelle Identität. Beiträge DifferenzpädagogischerTraditionen und Konzepte in Europa. Münster/New York, σ. 43-61.
- Τζάρτζας, Γ. (2012). Νεοουμανισμός και Εκπαίδευση στην Ελλάδα του 19ου αι. στο: Πρακτικά του 6ου Διεθνές Συνέδριο, Ιστορία της Εκπαίδευσης. Ελληνική Γλώσσα και Εκπαίδευση. Πανεπιστήμιο Πάτρας.
- Τζάρτζας, Γ. (2017).Η Σημασία της Ανθρωπιστικής Γνώσης στις Επιστήμες της Αγωγής, στο: Athens Institute of Liberal Arts (A.I.L.A.).
- http://www.aila.org.gr/georgios-tzartzas.
- Jan Amos Comenius (2000[9]). Grosse Didaktik. (Hrsg. vonA. Flitner). Stuttgart.
- (1992). Orbis Sensualium Pictus.Zürich.
- (2001). Pampaidia. Allererziehung. (Hrsg. und Übersetzt von Klaus Schaller). Sankt Augustin.
- Nussbaum, C. M. (2010). Not for Profit: Why Democracy Needs the Humanities. (The Public Square) Paperback.
- Braudel, F. (1958). Histoire et sciences sociales. La longue durée, in: Annales E.S.C., N. 4, pp. 725-53.
- **(1991). Η Μεσόγειος και μεσογειακός κόσμος την εποχή του Φιλίππου Β' της Ισπανίας, Τόμος Α΄, Β'.**
- Herrmann, U. (Hrsg.) (1981). Das pädagogische Jahrhundert. Volksaufklärungim 18. Jahrhundert in Deutschland. Weinheim und Basel.
- Kuhn, T. S. (1970). The structure of scientific revolutions. *1962, 1970 by The University of Chicago Press.*
- Reble, A. (1990), Ιστορία της Παιδαγωγικής, Αθήνα: Εκδόσεις Παπαδήμας
- Μπουζάκης, Σ. (2011). Πανόραμα Ιστορίας της Εκπαίδευσης, Αθήνα: Gutenberg
- Τερζής, Ν. (2011). Μελέτη της εκπαίδευσης του νεοελληνισμού, Θεσσαλονίκη: Εκδόσεις Αδελφών Κυριακίδη
- -Συναφή επιστημονικά περιοδικά:
- History of Education Quarterly
- Paedagogica Historica. International Journal of the History of Education
- Θέματα Ιστορίας της Εκπαίδευσης

0701C - Pre-school pedagogy

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0701C**	**SEMESTER**	2nd
COURSE TITLE	Pre-school pedagogy		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Compulsory
PREREQUISITES	None
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	No
COURSE WEBSITE (URL)	http://eclass.uowm.gr/courses/NURED192/

LEARNING OUTCOMES

After successful completion of the course, students will be able to:

1) know the subject of Early Childhood Education (ECE) as a scientific discipline
2) understand and compare the aims, priorities, and functions of ECE in relation to the social, cultural, historical, and scientific contexts.
3) relate the aims of ECE as well as their personal theories about childhood with their future educational practices
4) detect the characteristics of current educational approaches (constructivism, differentiation of teaching, co-operative learning etc.) based on learning theories and priorities in ECE.
5) apply these approaches in the design of children's learning experience and document the choice that they make

General skills

Exploration, analysis and synthesis of information and data, individual and co-operative work, design and management, self-critical stance, creative and inductive thinking

COURSE CONTENTS

Students will be introduced to ECE as a science. They will be familiased with the subject, the aims and the basic elements that compose ECE. They will be also invited to inquiry the relations between ECE and other sciences, such as sociology, psychology, philosophy, and they will be aware of their impact on the modern aspects of ECE. Students will have the opportunity to reflect on the beliefs and representations of childhood in the modern social world and their impact on the educational

procedure and teachers' practice. Finally, students will be introduced to the modern educational approaches in ECE, based on the constructivism, social constructivism, and they will be enhanced to understand the value of peer relationships and dialogical practices in ECE.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Presentations, examination of prior beliefs, scenario for analysis, group work
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Videos, e-class discussions
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Individual research and study	21
Preparation for essays and exams	40
Total Course	**100 hours**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods:** essays (30%), written exams (70%) **Evaluation criteria**: consistency in course requirements, individual and co-operative essays and presentations, written evaluation

RECOMMENDED BIBLIOGRAPHY

- Androusou, A & Tsafos, V. (2020) (Eds.). *Education Sciences. A dynamic interdisciplinary field.* Athens: Gutenberg.
- Kitsaras, G. (2004). *Preschool Education*. Athens: Self Edition. [In Greek]
- Dolioppoulou, E. (2003). *Modern educational programs for preschool children*. Athens: Typothyto- G. Dardanos. [In Greek]
- Doliopoulou, E. (2001). *Modern Tends in Early Childhood Education*. Athens: Typothyto – G. Dardanos. [In Greek]
- Mclachlan, C (2003). *Shaping Early Childhood: Learners, Curriculum and Contexts*. Maidenhead: Open University Press.

- **SCIENTIFICJOURNALS**:

  - *Dialogues! Theory and practice in the sciences of education,* School of Early Childhood Education-AUTh, https://ejournals.epublishing.ekt.gr/index.php/dialogoi/index

- *Investigating the child's world*, OMEP Greece, https://ejournals.epublishing.ekt.gr/index.php/omep/index
- *European Early childhood Education Research Journal,* https://www.tandfonline.com/toc/recr20/current
- *Early Years* https://www.tandfonline.com/toc/ceye20/current
- *International Journal of Early Years,* https://www.tandfonline.com/toc/ciey20/current
- *- International Journal of Play,* https://www.tandfonline.com/toc/rijp20/current

0922C – Academic discourse practices

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0922C**	**SEMESTER**	1st & 2nd
COURSE TITLE	Academic discourse practices		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Compulsory
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	No
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

- Identify the structure and the linguistic features of an academic essay
- Understand and produce written, spoken and multimodal academic discourse
- Recognize the main phases and the prerequisites for writing an academic essay
- Search bibliographic sources using the new technologies offered by the libraries
- Record bibliographic references according to established writing styles and formats for academic documents
- Write the discrete parts of an academic essay
- Present orally their academic essay using the necessary technologies

General skills

- Retrieve, analyze and synthesize data and information, with the use of necessary technologies
- Work autonomously
- Advance free, creative and causative thinking
- Be critical and self-critical
- Demonstrate social, professional and ethical commitment

COURSE CONTENTS

The course aims at equipping students with skills, which will enable them to conduct, write and present academic papers. It also prepares them for writing their dissertation.

I. Structure and content of an academic paper
II. Features of academic texts (vocabulary, organization, rhetorical structure, cohesion)
III. Searching for bibliography and citing bibliographic references
IV. Research methodology, formulating the research aim and the research questions
V. Selecting research method
VI. Presenting research findings
VII. Oral presentation of academic papers

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Lectures and exercises in class

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of e-journals and other electronic sources and technological means
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures and practice in class	39
Individual research and study	21
Writing individual and/or team projects	40
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods** (weight %if it is necessary): **Evaluation criteria** (weight % if it is necessary):

RECOMMENDED BIBLIOGRAPHY

Bailey, S. (2017) *Academic writing: A handbook for international students*. 5th ed. New York: Routledge.
Coffin, C., Curry, M.J., Goodman, S., Hewings, A., Lillis, T.M. & Swann, J. (2003) *Teaching academic writing: A toolkit for higher education.* London: Routledge.
Creme, P. &Lee, M.R. (2008) *Writing for university: A guide for students.* 3rded. Berkshire: Open University Press & McGraw Hill.
Damaskinidis, G. & Christodoulou, A. (2014) *Writing research proposals for social sciences and humanities in a higher education context.* Athens: Epikentro. (in Greek)
Eco, U. (2001) *How to write a dissertation.* Athens: Nissos. (in Greek)
Evdoridou, E. & Katakasidis, Th. (2017) *Academic writing*. Thessaloniki: Tziola Publications. (in Greek)
Zafeiropoulos, K. (2015) *Scientific research and dissertation writing.* Athens: Kritiki. (in Greek)
Gillett, A., Hammond, A. & Martala, M. (2009) *Inside track to successful academic writing*. Harlow: Pearson Education Limited.
Hyland, K. (2009) *Academic discourse: English in a global context.* London: Continuum.
Jordan, R.R. (2004) *Academic writing course: Study skills in English.* 3rded. London: Longman.
Katsalirou, A. (2012) Academic vocabulary in Greek. *Studies in Greek Language* 32: 377-386. (in Greek)
Koutsoulelou-Michou, S. (2009) *Perspectives of academic discourse.* Athens: Gutenberg. (in Greek)
Lekka, V. (2005) *The language of academic texts.* Athens: Ellinika Grammata. (in Greek)
Liargkovas, P., Dermatis, Z. & Komninos, D. (2018) *Research methodology and dissertation writing.* Thessaloniki: Tziola Publications. (in Greek)

Mouratoglou, N. & Tsironi, P. (2014) Academic discourse in Greek higher education. In E. Griva, D. Koutsogiannis, K. Dinas, A. Stamou, A. Chatzipanagiotidi, & S. Chatzisavvidis (eds.), *Conference proceedins "Critical literacy in school practice"* (in Greek)
Boutoulousi, E. (2010) Multimodality and multiliteracies in a higher education linguistics seminar: The example of argumentation. *Studies in Greek Language* 30: 411-421. " (in Greek)
Stamelos, G. & Dakopoulou, A. (2006) *Dissertation in social sciences.* Athens: Metaihmio. " (in Greek)
Vladimirou, D. (2014) Author positioning and audience addressivity by means of 'we' in Greek academic discourse. In T-S. Pavlidou (Ed.), *Constructing collectivity: 'We' across languages and contexts*. Amsterdam: John Benjamins. 265-285.

- **SCIENTIFIC JOURNALS**:

Journal of Academic Writing
Written Communication

2307C – English

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**2307C**	**SEMESTER**	2nd
COURSE TITLE	English		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	
TYPE OF COURSE	General foundation	
PREREQUISITES		
LANGUAGE OF LECTURES AND EXAMINATION	English	
COURSE OFFERED TO STUDENTS ERASMUS		
COURSE WEBSITE (URL)	http://eclass.uowm.gr/courses	

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

5) Develop and practice language skills in an academic environment (reading, writing, listening, speaking)
6) Familiarize themselves with understanding authentic texts related to pedagogy and preschool education
7) Learn special terminology through the use of articles, videos, and other material
8) Develop language and other skills in producing individual and group projects

General skills

- Apply knowledge in practice
- Make decisions
- Work independently and in groups
- Work in an international context
- Respect diversity
- Demonstrate social, professional and ethical responsibility and gender sensitivity
- Exercise criticism and self-criticism
- Promote free, creative and inductive thinking

COURSE CONTENTS

- Reading and understanding of authentic academic and pedagogical texts
- Practice in understanding authentic speech
- Practice in communication and discussion skills
- Academic writing through comprehension exercises and other tasks

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	**Use of ICT**
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Various in class activities	20

	Autonomous Study & Exam Preparation: 41 **Total Course: 100**
STUDENT EVALUATION	**Evaluation language**: English **Assessment methods** (weight %): - Group project (30%) - Final Written Exam (70%)

RECOMMENDED BIBLIOGRAPHY

- Gilliland, T., & Dooley, J. (2017). *Career Paths: Kindergarten Teacher*. Express Publishing.
- Brown Ch., Benson McMullen M., (2019). *The Wiley Handbook of Early Childhood Care & Education.*
- Yelland, Nicola (2005). *Critical Issues in Early Childhood Development*. Open University Press.
- Αργυρούλης Β. (2020) Αγγλική Ορολογία για για Παιδαγωγικές και Ανθρωπιστικές Επιστήμες. Broken Hill Publishers Ltd, Εκδόσεις Π. Χ. Πασχαλίδης.

1015C - The Narration as Educational Tool

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1015C**	**SEMESTER**	2nd

COURSE TITLE	The Narration as Educational Tool	
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4
TYPE OF COURSE	Compulsory	
PREREQUISITES	No	
LANGUAGE OF LECTURES AND EXAMINATION	Greek	
COURSE OFFERED TO STUDENTS ERASMUS	Yes	
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED436/	

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

- highlight the role and functions of Creative Writing activities in the cultivation of the students
- note that Creative writing, with the necessary alterations on its methodology, is being utilized in the fields of teaching
- know and understand how the use of different vocabulary, scientific or literary, will help them to understand and use the relevant communication code better
- connect scientific objects to literary texts, theatrical practices and comics
- encourage students to describe and explain their thoughts
- be able to design lessons plans for narrative stories
- explore the ways of utilizing the narrative process, especially in the classroom
- be able to use stories for teaching
- create stories about science and scientists

General skills

Teamwork, Research new ideas, Search, analysis and synthesis of data and information, using the necessary technologies, Promoting creative and inductive thinking.

COURSE CONTENTS

Narration as a method of organizing information. The utilization of stories to teach. The use of stories in science. Narration in education.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	In classroom
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Slide show, video courses, eclass, email
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	36
Practice-Writing exercises	24
Preparation for the exams	40
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods** (weight % if it is necessary): exams, Writing Exercises **Evaluation criteria** (weight % if it is necessary):

RECOMMENDED BIBLIOGRAPHY

- Bruner J. (2004), "Creating Stories: Law, Literature, Life" Translation: V. Tsourtou, K. Polydaki, G. Kougioumoutzakis, Athens, 2004.
- Kress, G. Language processes in sociocultural practice, Athens, 2003. (in Greek)
- Dimou, Mirsini. The narration as an innovative strategy in teaching mathematics, (Unpublished Bachelor's thesis), Athens, 2013. (in Greek)
- Doxiadis, A. (2006). Projecting mathematics in the soul: Narration as a tool of mathematical education. P*roceedings 6th* conference *for Teaching Mathematics*, p. 287-315. Thessaloniki: City Publish. (in Greek)
- Lionarakis A. et al.(2014). Classification and shaping of scientific discourse models for design and development of educational material. (in Greek) In Lionarakis A. (Ed.) Innovative teaching techniques - Written Scientific Speech, Publications of the Hellenic Network of Open and Distance Education (in Greek)
- Mitakidou, S. Tressou, E.(2005). Teaching LAnguage and Mathematics with Literature. Epikentro: Thessaloniki. (in Greek)

Mihailidis, T. (2007). From Aisxylus to metamodrnists: mathematical literature, from https://thalesandfriends.org/wp-content/uploads/2012/03/aeschylus_metamodern.pdf (in Greek)

- Papadooulos, Paris, Creative Writing and narration to science, In Theaching Science- *Research & Practice*, 2013, p. 44-45 (in Greek)
- Fajekas, D. (2003) The storied brand. http://wwwlib.umi.com/dissertations /preview/MQ89294
- Schau, H. J. & A. M. Muniz, Jr. (2006) A tale of tales: The Apple Newton narratives, in: Journal of Strategic Marketing 14 p. 19-33. Schultz, M., M. J. Hatch, M. H. Larsen. (2002).
- Chatman, S. (1990). *Coming to Terms. The Rhetoric of Narrative in Fiction and Film*. Ithaka – London: Cornell University Press.
- Robin, B. (2006). The Educational Uses of Digital Storytelling. Εισήγηση στο Society for Information Technology & Teacher Education International Conference 2006 (pp. 709-716). Ανακτήθηκε από http://www.editlib.org/p/22129.
- Robin, B. (2008). *The effective uses of digital sto- rytelling as a teaching and learning tool. Hand- book of research on teaching literacy through the communicative and visual arts (*Vol. 2). New York: Lawrence Erlbaum Associates.
- Brown, J., Bryan, J., & Brown, T. (2005). «Twenty-first century literacy and technology in K-8 classrooms». *Innovate*, 1(3). http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.186.5118, [07/20/2017]
- Ohler, J. (2008). Digital storytelling in the classroom: New media pathways to literacy, learning, and creativity. Thousand Oaks, CA: Corwin Press
- Microsoft, (2015) Tell a Story, Become a Lifelong Learner – Digital Storytelling Free eBook, Retrieved from http://www.learning-v.jp/dst/images/microsoft.pdf, [07/20/2017]
- Genette, G. (1980). *Narrative Discourse: An Essay in Method*. Itha ca. N.Y.: Cornell UP.
- Freytag, G. (1900). *Technique of drama. An exposition of dramatic composition and art* (μτφρ. E. J. Mac Ewan, M.A). Chicago: Scott Foresman Company.

1701C - Art Workshops

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1701C**	**SEMESTER**	2nd
COURSE TITLE	Art workshops		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Compulsory
PREREQUISITES	
LANGUAGE OF LECTURES AND EXAMINATION	Greek - English
COURSE OFFERED TO STUDENTS ERASMUS	YES
COURSE WEBSITE (URL)	http://eclass.uowm.gr/courses/

LEARNING OUTCOMES

The content of the course "Art Workshops" refers to a series of workshops which are held in order to motivate the students to perform a number of tasks with artistic character, to reinforce the individual creative skills and those abilities acquired through prior artistic activities since the period of studying at Primary and Secondary education which are buried and forgotten.

All these experiences from the past did not need to be used during the course of the individual's scholastic progress until his choice to study at the Faculty of Education in Florina. It is a fact that the Departments of the Early Childhood Education at our university (Humanities and Social Sciences) have a tradition in the direction of the students' reinforcement and feedback at the courses (drawing, linear design, freehand drawing, chromatic exercises) related to visual arts. Moreover, a great assemblage of artists and workshops has been observed in the town of Florina and in combination with the presence of the Department of Fine and applied Arts all these elements have a special aspect and function, as they are not foreign points with the formed artistic nature of the area. The methodology is anonymously placed on the "Development of Learning Strategies" and the "Practical Application". Students learn how to design, and organize Art activities taking into account three factors: A) What is the purpose of Art Lessons B) How do we Teach - Teaching Methods C) Materials- Tools.

General skills

Through the suggested creative actions, the course aims to invoke and disinter the students' creative abilities and skills and through the implementation of activities at the workshops to cultivate and strengthen the self-esteem, the imagination and the creativity of the future teachers at the grades of Primary Education. The content of the subjects includes a series of exercises with suggested materials, tools and means, which are adjusted to the students' ages and cognitive abilities, using geometric drawing tools, common instruments (ruler, compass, scissors), drawings with the main materials (tempera, acrylics, oil

pastels), the use of plastic materials (natural and plastic clay, plasticine, plaster). Freehand drawings with tonal and color gradation, mixing color exercises, use of techniques to create micro constructions with unusable and cheap materials or other industrial design products, creation of three-dimensional constructions – models and techniques for creating and designing illustrated fairytales with simple materials – crafts.

COURSE CONTENTS

The content of the course includes: Artistic creations using educational materials and tools, Geometrical Extensions- Drawings, Perspective Drawings Artistic Creations

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Class
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	**Specialized software video slides and pictures and objects creations to activate- motivate the students.** **Support of the learning process through the electronic platform e-class**
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	31
Tutorial Lessons – exercises	19
Individual research and study (finding relative literature, research on the Internet)	15
Preparation for individual and group exercises	15
Preparation for the exams	
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: **Assessment methods** (weight % if it is necessary): individual and group tasks to be carried out during the six months period (The evaluation includes examination – presentation of the results, from the mandatory work. **Evaluation criteria** (weight % if it is necessary):

RECOMMENDED BIBLIOGRAPHY

- **SCIENTIFIC JOURNALS**:

- Alberti Alberto (1994). Didactic issues. Athens: Guttenberg.
- Germanos Dimitris (2002). The wall of knowledge. Athens: Guttenberg. Greek
- Chapman Laura (1993). Teaching of Art. Athens: Nephila. Greek
- The program of Financial Education Art Education (1998). Pedagogical Institute, Athens. Greek
- Bouleau Charles (2014). The Painter's Secret Geometry. Mineola New York: Dover

2001C - Kinetic – Rhythmic Education

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	2001C	**SEMESTER**	2nd
COURSE TITLE	**Kinetic – Rhythmic Education**		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4
TYPE OF COURSE	SPECIAL BACKGROUND	
PREREQUISITES	NONE	
LANGUAGE OF LECTURES AND EXAMINATION	GREEK	
COURSE OFFERED TO STUDENTS ERASMUS	NO	
COURSE WEBSITE (URL)	https://eclass.uowm.gr/	

LEARNING OUTCOMES

The course is the main introductory course in the concepts of motor education. The aim of the course material is the understanding by the students of the concept of psychomotor development of the infant, of physical education in preschool age. Emphasis is placed on elements of developmental physical education (motor development, cognitive, socio-emotional) and the acquisition of motor skills
Upon successful completion of the course, students will be able to:
• have sufficient knowledge of the cognitive and research field of Kinetic-Rhythmic Education as a science,
• know its relationship with other sciences and the methods of research it uses
• compare pedagogical systems with regard to the objectives and methods of education as well as the role of the educator and the developmental aspects of the pre-school child;

• be informed of the discussions on the quality of pre-school education, the priorities in the education of young children and other contemporary issues of pre-school motor-rhythmic education • collaborate with their fellow students in order to design kinetic activities developmentally suitable for preschool children.
General skills
• Autonomous work • Project planning and management • Promotion of free, creative and inductive thinking

COURSE CONTENTS

• Basic purposes of motor and rhythmic treatment. • Motor characteristics of preschool and early school-age children. • Body, Space, Power, Relationships • Perceptual-motor skills. Nature and their acquisition. • Skill categories: Stopping, Moving, Handling. • The content and role of the activities in games, dances and free music-kinetic-theatrical-creative activities.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Specialized project management software Support learning process through the e-class electronic platform
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	24
Internships	15
Prepare/present teamwork	28
Independent study	33
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek I. Written final exam II. Teamwork

RECOMMENDED BIBLIOGRAPHY

- Τσαπακίδου, Α. (1997). Κινητικές δεξιότητες, προγράμματα ανάπτυξης κινητικών δεξιοτήτων για παιδιά προσχολικής ηλικίας. Θεσσαλονίκη: Εκδόσεις U.S.P.
- Zimmer, R. (2007). Εγχειρίδιο ψυχοκινητικής. Αθήνα: ΧΡ.ΙΩΑΝΝΟΥ - ΑΙΜ.ΓΟΛΕΜΗΣ Ο.Ε.

OPTIONAL COURSES

CODE – Course title: 0705 / Play and Pedagogy of play

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	0705	**SEMESTER**	Spring (2th & 6th semester)
COURSE TITLE	*"Play and Pedagogy of play"*		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Elective course
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED473/

LEARNING OUTCOMES

After successful completion of the course, students will be able to: 1) Be able to identify and compare different theories of both play and childhood, 2) be able to interpret in various game scenarios the opportunities for cooperation with peers but also the opportunities for pedagogical framework of the game, 3) know different ways of observing children's play and the various roles that the preschool teacher can take on during it, 4) acquire the ability of reflective and critical analysis of educational practices during the free and organized play of children, 5) be able to prepare small research papers for the utilization of theoretical frameworks of the game and the critical reflection on them.
General skills Search, collection, analysis and synthesis of data and information using the necessary technologies. Adaptation to new situations. Decision making. Autonomous and team work. Work in an interdisciplinary environment. Production of new research ideas. Exercise criticism and self-criticism. Promoting free, creative and inductive thinking.

COURSE CONTENTS

Concept and importance of play in preschool. The importance of play as a social and cultural activity of children. Theories and typologies for childhood. Theories about play and its correlation with theories about childhood. Ways to observe the play. Children's play and social relationships. The role of the preschool teacher in children's play.

Strategies to support the process of learning through play.
Pedagogical framing of play: possibilities and limitations.
Play at break.
Presentation and critical analysis of small research papers.
Conclusions and review of the course.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face.
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Information and communication technologies are used both in teaching and communicating with students.
TEACHING ORGANIZATION	
STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods**: Individual or group work (20%) and written examinations (80%). **Evaluation criteria**: Progress. Homework. Oral presentation of work. Use of multiple bibliography. Students' Participation with critical comments and observations during the courses. Students' performance through collaborative activities.

Activity	***Semester Work Load (hours)***
Lectures and small assignments in the course:	39
Group or individual research work:	31
Individual study / research:	30
Total Course	**100**

RECOMMENDED BIBLIOGRAPHY

Avgitidou, S. (2001). Peer culture and friendship relationships as contexts for the development of young children's pro-social behaviour. *International Journal of Early Years Education,* 9(2), 145-152.

Avgitidou, S. & Likomitrou, S. (2017). Constructing Childhood in Educational Discourse, *Menon: online Journal of Educational Research,* 4, 67 – 75.
Avgitidou, S., Pnevmatikos, D. & Likomitrou, S. (2013). Preservice Teachers' Beliefs About Childhood: Challenges for a Participatory Early Childhood Education? *Journal of Early Childhood Teacher Education,* 34, 390 – 404.
Avgitidou, S. & Stamou, A. (2011). Constructing Childhood: Discourses About School Violence in the Greek Daily Press. *Children & Society, 27* (3), 174 – 183.
Avgitidou, S., (2001). The play. Contemporary research and teaching approaches, Athens, Typothito-George Dardanos.
Avgitidou, S. (1997). Social Relations and Child Friendship in Preschool: Theory, Research and Methodology of Kindergarten Activities. Thessaloniki: Kyriakidis.
Avgitidou, S. (1996). An attempt to classify peer relationships in the kindergarten classroom. Pedagogical Review, 23, 114-130.
Kieff, J. & Casbergue, R. (2017). *Playful Learning & Teaching. The integration of play in kindergarten and primary school*, (ref. Zaragas, X., Angelaki, A.). Athens: Gutenberg.
Konstantinopoulos, S. (2007). *Pedagogy of Play.* Thessaloniki: Kyriakidis Brothers.
Makrynioti, D. (ed.) (1997). Childhood. Athens: Island.
Sivropoulou, R. (2004). The organization and design of the space (kindergarten) in the context of the game. Teaching Practice and Theory. Athens: Patakis.
Tanakidou, M., Avgitidou, S. (2016). Supporting children's perspectives on free play: an educational intervention. Dialogues! Theory and practice in education sciences, 2: 52-77.

SCIENTIFIC JOURNALS:
International Journal of Play.
Early childhood Education Research Journal.
Early Years.
International Journal of Early Years.
Early Child Development and Care.

0716O - Education policy and gender

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0716O**	**SEMESTER**	2nd
COURSE TITLE	EDUCATION POLICY AND GENDER		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	SPECIAL BACKGROUND
PREREQUISITES	NONE
LANGUAGE OF LECTURES AND EXAMINATION	GREEK
COURSE OFFERED TO STUDENTS ERASMUS	NO
COURSE WEBSITE (URL)	http://eclass.uowm.gr/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

1) Familiarize with social inequality in terms of gender
2) Associate education with the reproduction or mitigation of social inequalities in terms of gender
3) Interpret attitudes and behaviors related to the reinforcement of social stereotypes which make gender-related social inequality dominant in different cultures
4) Approach ways by which the conceptualization in terms of social gender is differentiated in different cultures

General skills

Searching, analyzing and composing data and information supported by the use of relevant technology. Adaptation to new conditions. Decision making. Autonomous work. Group work. Working in an international environment. Working in an interdisciplinary environment. Production of new research ideas. Respect to diversity and multiculturalism. Social, professional and moral responsibility and sensitivity for gender issues. Criticism and self-criticism. Development of free creative and inductive thinking. Approaching political terms. Association between education and political culture at a national and international level.

COURSE CONTENTS

The gender is studied as the basic conceptual tool of understanding the construction of identity in education the theoretical field of "gender studies" is utilized so as to delve into the process of construction, composition and development of gender within the educational environment. Various fields are associated through the interdisciplinary approach to explore gender stereotypes in the formal and informal educational programs.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face-to-face, group teaching and seminars
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	**Support of the learning process through the e-class platform**

TEACHING ORGANIZATION

Activity	*Semester Work Load (hours)*
Lectures	39
Individual case study – research during lessons	11
Preparation / presentation of individual work	30
Exam preparation	20
Total Course	**100**

STUDENT EVALUATION

Evaluation language: GREEK

Assessment methods Final written exam, end-of-term oral exam, mid-term exam, assignment, assignment oral presentation, use of multiple bibliography, workshop or practice, student supervision during workshops or practice, mid-term documentation of student systematic commentary

Evaluation criteria

RECOMMENDED BIBLIOGRAPHY

- Vaiou, N. & Stratigaki, M. (2010). *Gender and Research*. Athens: Metehmio.
- Arnot, M. (2006) *Processes of gender reproduction*. Athens: Metehmio.
- Stratigaki, M. (2006). *The gender of social policy*. Athens: Metehmio.
- Ore, T. (2013). *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality*. London: McGraw-Hill Humanities
- Fausto-Sterling, A. (2012). *Sex/Gender: Biology in a Social World*. London: Routledge.

- **SCIENTIFIC JOURNALS**:

- Gender & Society, Rhode Island University, USA Society, Springer Gender and Education

0914O - Diachronia and Synchronicity of the Greek Language

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	**0914O**	**SEMESTER**	2nd
COURSE TITLE	DIACHRONY AND SYNCHRONY OF GREEK LANGUAGE		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3 + 1	4

TYPE OF COURSE	General background
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	No
COURSE WEBSITE (URL)	https://eclass.uowm.gr/modules/course_info/index.php?course=NURED129

LEARNING OUTCOMES

The information of the students and their reflection on basic issues of the Greek language in its historical course (diachronia) and the treatment of important issues of synchronization of the Greek language

General skills
Work in an interdisciplinary environment Production of new research ideas Promoting free, creative and inductive thinking

COURSE CONTENTS

Course diagram
A. Brief history of the Greek language from the 14th period to the present day:
1. The principles of the Greek language
The Indo-European language
Relations of Greek with other Indo-European languages
The pre-Greek
2. Ancient Greek
The Greek writing systems (Cretaceous - Linear NW - The Greek alphabet)
Features of ancient Greek
The ancient Greek geographical and literary dialects
3. The Greek language of post-classical times
The Common of Hellenistic times (Sources of the Common, The simplification of writing)
Atticism
4. The medieval and modern Greek language
Characteristics of medieval Greek
Dialects and idioms of modern Greek
5. The language issue
From Atticism to the establishment of Common Modern Greek
From the establishment of the Common Modern Greek until today

B. The modern modern Greek language (description and analysis):
1. The syntactic structure of language
2. The grammatical categories
3. The functional and other syntactic categories
4. The syntactic analysis
5. Semantics and Vocabulary of modern Greek

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face

<table>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</td><td colspan="2">Use of ICT in Teaching</td></tr>
<tr><td>TEACHING ORGANIZATION</td><td colspan="2"><table>
<tr><th>Activity</th><th>Semester Work Load (hours)</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Tutorial exercises</td><td>11</td></tr>
<tr><td>Individual research and study (literature search, Internet research):</td><td>10</td></tr>
<tr><td>Exam preparation</td><td>40</td></tr>
<tr><td>Total Course</td><td>100</td></tr>
</table></td></tr>
<tr><td>STUDENT EVALUATION</td><td colspan="2">Evaluation language: Greek
Assessment methods (weight % if it is necessary): Written exams & exercises in tutoring courses
Evaluation criteria (weight % if it is necessary):</td></tr>
</table>

RECOMMENDED BIBLIOGRAPHY

Ινδοευρωπαϊκή γλωσσολογία

- Συμεωνίδης, Χ., *Ιστορικοσυγκριτική γραμματική των ινδοευρωπαϊκών γλωσσών*, Αφοί Κυριακίδη, Θεσσαλονίκη, 1980.

Συγχρονία – Διαχρονία της ελληνικής γλώσσας

- Ανδριώτης Ν., *Ιστορική Γραμματική της Αρχαίας Ελληνικής*, Αθήνα, 1970.
- Ανδριώτης Ν., *Ιστορία της ελληνικής γλώσσας (τέσσερις μελέτες),* Ινστιτούτο Νεοελληνικών Σπουδών, Θεσσαλονίκη, 1995.
- Browning, R., *Η ελληνική γλώσσα, μεσαιωνική και νέα*, Παπαδήμας, Αθήνα, 1991.
- Chadwick, J., *Γραμμική Β*', Κακουλίδης, Αθήνα χ.χ.
- Chantraine, P., *Ιστορική μορφολογία της ελληνικής γλώσσας*, Καρδαμίτσας, Αθήνα, 1990.
- Hoffman, O. – Debrunner, A. – Scherer, A., *Ιστορία της ελληνικής γλώσσας* (2 τόμοι), Αφοί Κυριακίδη, Θεσσαλονίκη, 1998.
- Κατσάνης Ν., *Σύντομο διάγραμμα της μεσαιωνικής και νέας ελληνικής γλώσσας*, Α.Π.Θ., Θεσσαλονίκη, 1987,
- Καψωμένος, Στ. *Από την ιστορία της ελληνικής γλώσσας*, Ινστιτούτο Νεοελληνικών Σπουδών, Θεσσαλονίκη, 1985.
- Κουρμούλης, Γ., *Ιστορία της ελληνικής γλώσσης*, Αθήναι, χ.χ.
- Κουρμούλης, Γ., *Φωνητική και μορφολογία του ονόματος*, Αθήναι, χ.χ.
- Κουτίτα – Καϊμάκη, Μ., *Ιστορία της ελληνικής γλώσσας* (Προελληνική – Ελληνιστική Κοινή), Α.Π.Θ. Θεσσαλονίκη, 1985,
- Μαργαρίτη – Ρόγκα, Μ., *Ιστορία της ελληνικής γλώσσας ΙΙ*, Διάγραμμα Ιστορίας της Μεσαιωνικής και Νέας Ελληνικής, Θεσσαλονίκη, Α.Π.Θ. 1987.
- Μπαμπινιώτης Γ., Συνοπτική ιστορία της ελληνικής γλώσσας, Αθήνα, 1985

- Μπαμπινιώτης Γ., *Ιστορική Γραμματική της Αρχαίας Ελληνικής Γλώσσας*, Αθήνα, 1985.
- Σετάτος, Μ., *Διάγραμμα ιστορίας της Ελληνικής*, Θεσσαλονίκη, Α.Π.Θ., 1972.
- Σιγάλας, Α., *Ιστορία της ελληνικής γραφής*, Θεσσαλονίκη, 1974.
- Σταματάκος, Ι., *Ιστορική Γραμματική της Αρχαίας Ελληνικής*, Αθήνα, 1968.
- Συμεωνίδης Χαρ., *Ιστορική Γραμματική της Αρχαίας Ελληνικής*, Αθήνα, 1989.
- Thomson G., *Η ελληνική γλώσσα, αρχαία και νέα*, Κέδρος, Αθήνα, 1990.
- Τομπαΐδης, Δ., *Επιτομή της ιστορίας της ελληνικής γλώσσας*, Αθήνα, 1980.
- Tonet H., *Ιστορία της νέας ελληνικής γλώσσας*, Παπαδήμας, Αθήνα, 1995.
- Τριανταφυλλίδης, Μ., *Νεοελληνική Γραμματική: Ιστορική εισαγωγή*, Αθήνα, 1938.
- Χατζιδάκις, Γ., *Σύντομος ιστορία της ελληνικής γλώσσης*, Σιδέρης, Αθήνα, 1967.

Γλωσσικό ζήτημα
- Κορδάτος Γ., Ιστορία του γλωσσικού ζητήματος, Αθήνα, 1973, Μπουκουμάνης
- ΣετάτοςΜιχ., Το γλωσσικό ζήτημα και η καθιέρωση της Δημοτικής στα πλαίσια της γενικής γλωσσολογίας, Αθήνα, 1976, Γρηγόρη
- ΤριανταφυλλίδηςΜανόλης, Γλωσσικό ζήτημα και Γλωσσοεκπαιδευτικά Γ'. Δημοτικισμός και Αντίδραση, Θεσσαλονίκη, 1963, ΙνστιτούτοΝεοελληνικών Σπουδών

Διάλεκτοι και ιδιώματα
Κοντοσόπουλος, Ν. Διάλεκτοι και ιδιώματα της νέας ελληνικής.- Αθήνα, 1994.
Μπαμπινιώτης, Γ. (επιμέλ.) Η γλώσσα της Μακεδονίας, Αθήνα, 1992, Ολκός.

Γραμματικές –Συντακτικά – Λεξικά της νεοελληνικής γλώσσας
- ΑνδριώτηςΝικόλαος, Ετυμολογικό Λεξικό της Κοινής Νεοελληνικής, Θεσσαλονίκη, 1971 (3η έκδοση φωτοτυπική), 1η έκδοση1951, Ινστιτούτο Νεοελληνικών Σπουδών.
- Brian, J. - Philippaki-Warburton, I. Modern Greek, London, 1987, Groom Helm.
- Κλαίρης Χρ. - Μπαμπινιώτης Γ., Γραμματική της νέας ελληνικής: δομολειτουργική- επικοινωνιακή (Ι. Το όνομα), Αθήνα, 1996, Ελληνικά Γράμματα.
- ΚριαράςΕμμανουήλ, ΝέοΕλληνικό Λεξικό, Αθήνα, 1995, Εκδοτική Αθηνών.
- MackridgeP., Η νεοελληνική γλώσσα, Αθήνα, 1987, Πατάκης.
- Mirambel, A., Η νέα ελληνική γλώσσα, Θεσσαλονίκη, 1978, Ινστιτούτο Νεοελληνικών Σπουδών.
- Μπαμπινιώτης Γ. - Κοντός, Π. Συγχρονική Γραμματική της Κοινής Νέας Ελληνικής, Αθήνα, 1967.
- Νεοελληνική Γραμματική (της Δημοτικής), Θεσσαλονίκη, 1978, Ινστιτούτο Νεοελληνικών Σπουδών.
- Πετρούνιας Ευάγγελος, Νεοελληνική Γραμματική και συγκριτική ανάλυση, Θεσσαλονίκη, 1993, University Studio Press.
- Σετάτος Μιχ., Φωνολογία της ΚοινήςΝεοελληνικής, Θεσσαλονίκη, 1976
- Τζάρτζανος Αχ., Νεοελληνική Σύνταξις, Αθήνα, Α΄1946, Β΄1953, ΟΕΔΒ
- Τομπαΐδης Δημήτριος, Θέματα σύνταξης της νεοελληνικής γλώσσας, Θεσσαλονίκη, 1994, Κώδικας.

- Τριανταφυλλίδης, Μ. Νεοελληνική Γραμματική, Αθήνα, 1941, ΟΕΣΒ.
- Τσολάκης Χρ, Νεοελληνική Γραμματική, Θεσσαλονίκη, 1988, Κώδικας.
- Τσοπανάκης, Αγ. Νεοελληνική Γραμματική, Αθήνα-Θεσσαλονίκη, 1994, Εστία, Αφοί Κυριακίδη.
- Χαραλαμπάκης, Χρ. Νεοελληνικός λόγος. Μελέτες για την γλώσσα, τη λογοτεχνία και το ύφος, Αθήνα, 1992, Νεφέλη.

(A.T.E.) 0924O - ICT and Language Teaching

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0924O**	**SEMESTER**	2
COURSE TITLE	ICT and Language Teaching		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Specialisation
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	No
COURSE WEBSITE (URL)	http://eclass.uowm.gr/

LEARNING OUTCOMES

Level 6 (1st Cycle)

This course focuses on the use of ICT in the educational process as regards the enhancement of language teaching. It presents the characteristics of current pre-school curricula in the area of language learning, highlights the advantages of ICT integration in language teaching, and encourages students to create and process multidisciplinary applications which respond to the objectives of the current pre-school curricula for language education, in order to integrate them creatively in the learning process.

After successful completion of the course, students will be able to:
- distinguish the particular features, and determine convergences and discrepancies between existing curricula
- recognize the contribution of ICT to language teaching
- identify ways to integrate ICT into language teaching
- make use of educational software (installation & operation)
- take advantage of technological products in language teaching
- seek / create their own digital teaching material

General skills
Working in an interdisciplinary environment
Promotion of free, creative, and inductive reasoning
Research, analysis and synthesis of data and information via the use of new technologies

COURSE CONTENTS

- Preschool Curricula, ICT and language teaching
- Software / Digital tools specific to language teaching
- Various digital tools to enhance language teaching
- Concept maps
- Online interactive applications
- Creation of digital quizzes as evaluation tools
- Digital storytelling –comic strips
- Creation of an interactive image

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Extensive ICT use in teaching

TEACHING ORGANIZATION

Activity	*Semester Work Load (hours)*
Lectures	39
Individual projects	21
Team lab activities	20
Individual study	30
Total Course	**100**

STUDENT EVALUATION

Evaluation language: Greek

Assessment methods (weight % if it is necessary): Written examination (50%)
Individual project (50%)

Evaluation criteria (weight % if it is necessary):

RECOMMENDED BIBLIOGRAPHY

- Collective works. *Language and modern (proto)schooling education. Current challenges and perspectives*. Athens: Gutenberg. (in Greek)
- Gkantia, E. & Dinas, K. (2012). *Linguistic education in the 1989, 1999 and 2011 curricula for preschool children.* Proceedings of the 8th Panhellenic Conference of the PEE on 'Greek Pedagogical and Educational Research', Ioannina, November, 2-4, 2012: p.p. 357-367. (in Greek)
- Goti, E. & Gkantia, K. 2012. *Curricula of language teaching for preschool education: a journey of a century*. Proceedings of the 6th Conference on the History of Education. Patras, 30/9 – 2/10/2011: p.p. 553-564. (in Greek)
- Komis, V. & Papandreou, M. (2005). ICT in digital education: a critical approach of the interthematic single curriculum, In*: exploring the world of the child, vol. 6,* p.p. 59-75. (in Greek)
- Komis, V. & Dinas, K. *(2011). Study on the use of ICT in the teaching of language and literature in Primary Education: general context and particularities.* Thessaloniki: MINEDU *(in Greek).*
- Koutsogiannis, D. (2014)(a). Theoretical framework of language teaching and full use of ICT. In : *Educational material for teacher's lifelong learning in Lifelong Learning Support Centres*. Volume 3(updated 3rd edition). Patras: ITY (in Greek).
- Mitsis, N. (2019).*Language, linguistics and language teaching*. Athens: Grigoris Publications (in Greek)

- Paradia, M. (2014). *Language teaching and new technologies*. Athens: Gutenberg. (in Greek)
- Proceedings of Conferences of the last 5 years from the international arena
- **SCIENTIFIC JOURNALS**:
- Themes in Science and Technology Education, Journal of Educational Computing Research, i-teacher, Neos Pedagogos,

10060 - The History of the Book

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	10060	**SEMESTER**	2ο
COURSE TITLE	The History of the Book		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
		4

TYPE OF COURSE	Optional
PREREQUISITES	-
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	-
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED415/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:
1) Understand the importance of the history of the books and of reading comprehension as well as the important role in the evolution of human civilization through the centuries (Ability)
2) Be able to appreciate the book on real dimensions, for example, as a product of human civilization-cultural asset, to redefine the personal and educational position with this and ultimately to apply your new knowledge to the classroom with the production of a variety of projects and activities related to the function, purpose and value of the book (Skill)
3) Proposes and organizes new practices which imparts the importance of the printed book in new generation (Ability)
4) Concerned for the future of the printed book and creates a research team, in collaboration with fellow students, for example on the e-book and the new interesting perspective its long history of writing, that doesn't stop evolving (Skill)
5) Analyse, compare and evaluate the results of this kind of research which contribute to understanding of the current attitudes of teachers towards the book as object, and in the book as a screen. (Ability)

General skills

Autonomous work
Teamwork
Working in an interdisciplinary environment
Production of new research ideas
Promoting free, creative and inductive thinking

COURSE CONTENTS

i. History of writing
ii. History of graphical materials
iii. Reading history
iv. History of libraries
v. History of typography
vi. History of the Greek books
vii. The printed book and the challenge of digital text
viii. The position, the role and viability of the book in contemporary education.
ix. Practical application of knowledge to nursery schools

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face-to-face in classroom and laboratory
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	The theory is supported by powerpoint displayed in each course as well as online Internet connections to view related videos, visits to related websites and virtual tours. Up-to-date information material to better understand the material of the course to e-class.

	Contact via e-mail, e-class, zoom, skype
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Laboratory exercises	26
Educational performance	35
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek Workshop final work (construction) (60%) Practical application to nursery schools and participation in actions of the workshop during the semester (40%)

RECOMMENDED BIBLIOGRAPHY

- Barbier, Fr. (2002). *History of the Book*, Athens: Metexmio. (in Greek)
- Mioni, E. (2004). *Introduction to Greek paleography and Codeology,* Athens: MIET. (in Greek)
- Richardson, B. (2014). Typography, writers and readers in Renaissance Italy, Athens: MIET. (in Greek)
- Robinson, A. (2007). *History of writing: Alphabets, hieroglyphics, pictogram*, Athens: Polari. (in Greek)
- Iliopoulos, G. (2019). *Bibliophiles, bookstores and education in Ancient times,* Athens: Enastron. (in Greek)
- Davarinos, P. (2011). *History of the Greek book,* Athens: Ellin. (in Greek)
- Staikos, K. S. (2016). *The history of libraries in the Western world*, Athens: Aton. (in Greek)
- Staikos, K. S. (2011). *The book: a timeless course in education*, Athens: Aton. (in Greek)

- **SCIENTIFIC JOURNALS**:

- Book History (https://www.press.jhu.edu/journals/book-history)
- The International Journal of the Book (https://boolsandpublishing.com/publications/journal/)
- Journal of the Printing Historical Society (http://printinghistoricalsociety.org.uk/publications/)

(A.T.E) 1026E – Folktales and literary tales

GENERAL

FACULTY	Humanities and Social Sciences

DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	1026E	**SEMESTER**	2o
COURSE TITLE	Folktales and literary tales		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional
PREREQUISITES	
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students are expected:
-To have acquired fundamental knowledge about folktale and literary tale.
-To have studied fundamental theoretical issues about the historical evolution of the folktale, from the oral tradition of folk culture to metanarratives /retellings in children's literature and cinema.
-To understand the interdisciplinary approach of folktales (folklore/philological, psychoanalytic, pedagogical etc.)
-To have studied rich bibliography of folktales and literary tales, which will serve as valuable material for the kindergarten teacher.
-To cultivate their aesthetic criterion in relation to the evaluation of fairy tales for young children.

General skills

Autonomous work and teamwork
Search, analysis and synthesis of data and information using the necessary technologies
Production of new material
Criticism and self-criticism

Respect for diversity and multiculturalism
Promotion of liberal, creative and inductive thinking
Decision-making
Interdisciplinary approach to problems

COURSE CONTENTS

The folktale is the subject of many different scientific fields. What is mainly of interest to students of Pedagogical Departments is the folktale as a genre of oral literature and also in the form of metanarratives/retellings in children's literature and cinema. Different ethnographic and ethnological approaches examine folktales, in order to determine the origin of the folktale, its cycles of dissemination, and also its basic characteristics that establish it, on the one hand as a universal genre, and on the other hand as a genre whose elements of locality are profound. The folktale is also examined in the context of orality; thus, fundamental theories that try to interpret the process of its creation, its aesthetic and structural elements must be examined. The features of the Greek folk tale, as established by important Greek folklorists (Politis, Loukatos, Megas, Meraklis), are the subject of study along with/by students, as very few Greek folk tales are known to the Greek public. The fairy tale is examined over the time, with emphasis in its beginning as a literary tale. The traditional storytellers, the collectors of folktales, the creators of fairy tales of the 19th century and the most contemporary ones of the 20th century are presented in the context of the courses. Furthermore, the characteristics of the current literary tale are studied, as the contemporary consumers/readers of fairy tales are mainly children.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Slideshow E-learning platform E-mail
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Bibliographic search and research on the internet	11
Writing and presenting assignments	30
Preparation for the exams	20
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods**:

	Written assignments Written exams

RECOMMENDED BIBLIOGRAPHY

Anagnostopoulos V. (1997). *The art and technique of tales*. Athens: Kastaniotis. [Αναγνωστόπουλος, Β. (1997). *Τέχνη και τεχνική του παραμυθιού*. Αθήνα: Καστανιώτης]
Avdikos, E. (1994). *The folk tale: theoretical approaches*. Athens: Odysseus. [Αυδίκος, Ε. (1994). *Το λαϊκό παραμύθι: θεωρητικές προσεγγίσεις*. Αθήνα: Οδυσσέας]
Beckett, S. (2002). *Recycling Red Riding Hood.* New York & London: Routledge.
Bettelheim, Br. (1976). *The Uses of Enchantment. The meaning and importance of fairy tales*. Toronto: House of Canada Ltd.
Hutcheon, L. (2006). *A theory of adaptation*. New York and London: Routledge.
Kanatsouli, M. (2002). *Introduction to the theory and criticism of children's literature*. Athens: University Studio Press [Κανατσούλη, Μ. (2002). *Εισαγωγή στη θεωρία και κριτική της παιδικής λογοτεχνίας.* Αθήνα: University Studio Press]
Meraklis, M. Papantonakis, G., Zafeiropoulos, Chr., Kaplanoglou, M., Katsadoros G. (2017). *The tale. From the brothers Grimm to our times. Diffusion and study*. Athens: Gutenberg. [Μερακλής, Μ. Παπαντωνάκης, Γ., Ζαφειρόπουλος, Χρ., Καπλάνογλου, Μ., Κατσαδώρος Γ. (2017). *Το παραμύθι. Από τους αδελφούς Grimm στην εποχή μας. Διάδοση και μελέτη*. Αθήνα: Gutenberg.]
Ong, W. J. (1982). *Orality and literacy: The technologizing of the word. London*, England and New York: Routledge.
Stephens, J. & McCallum R. (1998). *Retelling Stories, Framing Culture. Traditional Story and Metanarratives in Children's Literature*. New York & London: Garland Publishing.
Hatzitaki-Kapsomenou, Ch. (2002). *The modern Greek folk tale.* Thessaloniki: Institute of Modern Greek Studies (Manolis Triantafyllidis Foundation). [Χατζητάκη-Καψωμένου, Χρ. (2002). *Το νεοελληνικό λαϊκό παραμύθι.* Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών (Ίδρυμα Μανόλη Τριανταφυλλίδη)]
Zipes, J. (1988). *The Brothers Grimm: from enchanted forests to the modern world*. New York and London: Routledge.
Zipes, J. (2002). *Breaking the magic spell: radical theories of folk and fairytales*. Lexington: University Press of Kentucky.

- **SCIENTIFIC JOURNALS**:
Keimena, Diadromes, Children's Literature Association Quarterly, Journal of Children's Literature Research, Children's Literature in Education

(A.T.E.) 1311O - Creating Multimedia Material

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1311O**	**SEMESTER**	2nd

COURSE TITLE	Creating multimedia material	
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4
TYPE OF COURSE	Optional	
PREREQUISITES		
LANGUAGE OF LECTURES AND EXAMINATION	Greek	
COURSE OFFERED TO STUDENTS ERASMUS	Yes (English)	
COURSE WEBSITE (URL)	http://eclass.uowm.gr/	

LEARNING OUTCOMES

The aim of the course is: The Creation and editing of multimedia material for didactic purposes, ways of digitization - compression - storage of images, audio and video. Acquaintance with various painting and drawing packages (digital and vector), scanning images, digital photography, tracking shapes. Digital image processing, formatting, compositing, exporting, special printing themes. Acquaintance with various audio processing and production packages. Recording, connection to analog sources, creation of digital sounds. Acquisition of Video from analog and digital media. Editing and composing image series. Creating animation using specialized packages and digital comic. Students are taught modern teaching approaches using ICT. They learn how to create their own digital material, either by their own means or by editing existing digital material. In addition, they learn how to integrate digital material into educational scenarios and plan integrated teaching (lesson plans).

Emphasis will be given to: modern teaching approaches with the use of ICT, utilizing educational software, the internet and general use software. In addition, they learn how to search for and compose digital material for the creation of didactic objects. Finally, students are taught how to make detailed lesson plans and use online technologies in school everyday life.

Upon completion of the course, students are expected to:

- utilize technological products in their teaching

- plan integrated teaching using technology

- utilize technological products with different teaching approaches (learning theories)

- install and operate educational software

- seek / create digital teaching materials

- understand the ways in which ICT is integrated into teaching

- monitor the development of the respective scientific field

- create multimedia teaching material

- understand the usefulness of the internet in the extroversion of a school unit

- understand the usefulness of applications in enhancing students' digital skills

- understand the usefulness of using multimedia material in enhancing students' interest and developing critical thinking, constructive communication and active learning skills

General skills

- -autonomous work
- - Teamwork
- - production of new material
- - adaptation to new situations
- exercise of criticism and self-criticism
- -promotion of free, creative and inductive thinking
- - decision making
- - interdisciplinary approach to problems

COURSE CONTENTS

1. Basic concepts of use and didactic utilization of educational software
2. Internet and Web 2.0 technologies
3. Digital Narration
4. Learning through Digital Games
5. Collaborative Learning through Computers
6. Development of educational software
7. Learning through mobile devices
8. Search and edit digital material
9. ICT as a tool for the teacher
10. Design of didactic interventions with ICT

TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>LECTURE METHOD</td><td>Face to face, video lessons, tutorial exercises USE OF INFORMATION TECHNOLOGIES AND COMMUNICATIONS
The course concerns ICT exclusively TEACHING ORGANIZATION
Activity Semester Workload
Face-to-face lectures
Individual work
Laboratory sessions
Team work
Independent study</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</td><td>ICT is used both in teaching and in communicating with students.</td></tr>
<tr><td>TEACHING ORGANIZATION</td><td>
<table>
<tr><th>Activity</th><th>Semester Work Load (hours)</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Group activities</td><td>31</td></tr>
<tr><td>Personal Study</td><td>30</td></tr>
<tr><td>Total Course</td><td>100</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION</td><td>Individual or group work and written exams</td></tr>
</table>

RECOMMENDED BIBLIOGRAPHY

Greek Language Bibliography

- Introduction to the educational applications of Information and Communication Technologies, Vassilis Komis. PUBLICATIONS OF NEW TECHNOLOGIES MON. Ltd. (2004)
- Children, schools and computers, Bosnian Stella. G. DARDANOS - K. DARDANOS OE (2006)
- FOREIGN LANGUAGE BIBLIOGRAPHY
- Gunther, K., (2003) Literacy in the New Media Age. New York: Routledge.
- Wenger, E. (1998). Communities of practice: Learning, meaning, and identity. New York: Cambridge University Press.
- Wenger, E., White, N., & Smith, J. (2009). Digital Habitats. Stewarding technology for communities. Portland USA: CP Square.
- Scientific magazines
- Issues of Science and Technology in Education
- i-teacher

- Modern Education
- New Teacher
- Education and Information Technologies, Springer

2003O -Pedagogical and Games Applications

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	2003O	**SEMESTER**	2nd
COURSE TITLE	**PEDAGOGICAL AND GAMES APPLICATIONS**		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Required Elective
PREREQUISITES	-
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/ELED224/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

1) understand students' motor and games skills
2) understand students' skills and attitudes
3) pursue and enjoy a physically active lifestyle
4) use games in their school curricula.

General skills
Understanding, analyzing, accomplishment

COURSE CONTENTS

Psychomotor development. Coordination games, balance, speed, agility, competition games. Games skills and the development of games concepts in specific sports and games. Traditional playground games. Learning through movement

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Lectures and practice in gym
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures and practise in gym	39
Students' preparation	22
Students' cooperation	39
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods** (weight %): Assignment and exams **Evaluation criteria** (weight %): Presence, cooperation

RECOMMENDED BIBLIOGRAPHY

- Anastasiadis, A. (1993). The games. Thessaloniki: University Studio Press.
- Chamilakis, I, & Aggelidaki, M. (2000). 100 daily programs for young learners. Athens: Athlotypo.
- Griva, E. & Semoglou K. (2015). Foreign language and games. Thessaloniki: Kyriakides.

- SCIENTIFIC JOURNALS:

- Journal of Physical Education, Recreation & Dance
- Journal of Physical Education and Sport Science
- Physical education and sport pedagogy

3rd SEMESTER

COMPULSORY COURSES

0110C - Educational Research Methodology

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0110C**	**SEMESTER**	3rd
COURSE TITLE	**Educational Research Methodology**		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4
TYPE OF COURSE	Compulsory	
PREREQUISITES	None	
LANGUAGE OF LECTURES AND EXAMINATION	Greek	
COURSE OFFERED TO STUDENTS ERASMUS	No	
COURSE WEBSITE (URL)	https://eclass.uowm.gr/	

LEARNING OUTCOMES

Upon completion of the course, students are expected to:
- understand the process of conducting educational research and all phases of research design).
- understand the different approaches between qualitative (ethnographic, narrative, action research, etc.) and quantitative research.
- formulate the research problem, research questions and research hypotheses.
- define the theoretical framework of the research and review and index the relevant literature.
- identify the limitations of research.
- carry out research designs.
- collect, process and analyze and present the research results and link the research data and findings with the international literature.
- write scientific papers and make suggestions for future research.
- know the ethics of conducting educational research.

General skills
Search, analysis and synthesis of data and information, using the necessary technologies Adaptation to new situations Decision-making Autonomous work Teamwork in an international environment Working in an international environment Working in an interdisciplinary environment Production of new research ideas Design and management of projects Respect for diversity and multiculturalism

COURSE CONTENTS

I. Theoretical part: Design in educational research. Collection, processing and analysis of data. Measurement problems (reliability, validity) in educational research. Methods: Observation, biographical history, interview, analysis and questionnaire, measurement of relationships, Written evidence. Introduction to the basic concepts and stages of a survey. Methods of research. Ways of sampling. The survey with a questionnaire. Presentation, interpretation of data and conduct of conclusions. Ways to present the results of a survey. Applications in matters of education and pedagogy. II. Practical part: Carrying out an investigation

TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>LECTURE METHOD</td><td>FACE TO FACE</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</td><td>Use of Information and Communication Technologies in the teaching of the course: In each course there is a powerpoint that is freely available in the e-class. Supportively used software in the computer lab</td></tr>
<tr><td>TEACHING ORGANIZATION</td><td>
<table>
<tr><th>Activity</th><th>Semester Work Load (hours)</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Individual research and study (bibliography finding, research on the Internet)</td><td>21</td></tr>
<tr><td>Preparation for the exams</td><td>40</td></tr>
<tr><td>Total Course</td><td>100 ώρες</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION</td><td>Evaluation language: Greek
1. Examination written at the end of the semester.
2. Oral examination at the end of the semester.
3. Progress.
4. Homework.
5. Oral presentation of the paper.
6. Use of Multiple Bibliography.
7. Workshop or practical exercises.
8. Monitoring students during laboratory or practical exercises.
9. Receiving systematic comments from students in the middle of the semester.
10. Ensure transparency in the evaluation of student performance:</td></tr>
</table>

RECOMMENDED BIBLIOGRAPHY

- Babbie, E. (2018). *Εισαγωγή στην Κοινωνική Έρευνα*. Αθήνα: Κριτική.
- Bryman, A. (2017). Μέθοδοι Κοινωνικής Έρευνας. Αθήνα: Gutenberg.
- Cohen, L., Manion, L. & Morrison, K. (2008). *Μεθοδολογία Εκπαιδευτικής Έρευνας*. Αθήνα: Μεταίχμιο.
- Creswell, J.W. (2016). *Η Έρευνα στην Εκπαίδευση*. Αθήνα: Ίων.
- Robson, C. (2010). *Η Έρευνα του Πραγματικού Κόσμου*. Αθήνα: Gutenberg.
- Παιδαγωγική Επιθεώρηση
- American Educational Research Journal
- Educational Research
- Educational Researcher
- European Journal of Educational Research
- International Journal of Educational Research
- Journal of Educational Research
- Review of Educational Research

0401C - Cognitive Psychology

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0401C**	**SEMESTER**	3rd
COURSE TITLE	Cognitive Psychology		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4
TYPE OF COURSE	Compulsory/ Introductory and Basic Skills Development	
PREREQUISITES	No	
LANGUAGE OF LECTURES AND EXAMINATION	Greek	
COURSE OFFERED TO STUDENTS ERASMUS	Yes (English Language)	

COURSE WEBSITE (URL)	https://eclass.uowm.gr

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:
Understanding and comprehension of basic concepts and principles of Cognitive psychology, such as acquisition, formulation, construction and use of knowledge. Application of notions of cognitive psychology to everyday life and educational practice. Understanding cognitive psychology methods in investigating cognitive phenomena, particularly in early childhood education. Identification of cognitive procedure and cognitive processes in learning, and how the school context facilitates cognitive procedure and functions.

General skills

- Adaptation to new situations
- Collect, analyse and process data
- Decision making
- Autonomous work
- Teamwork
- Working in an international environment
- Work in an interdisciplinary environment
- Production of new research ideas
- Project design and management
- Respect for diversity and multiculturalism
- Exercise reflection and self-reflection
- Promoting free, creative and inductive thinking

COURSE CONTENTS

Object of cognitive psychology. History of cognitive psychology. Research methods. knowledge and the forms of representation of knowledge. Acquisition, retrieval and application of knowledge. Architecture and construction of the cognitive system. Biological basis of cognition. Perception. Attention. Memory. Forgetting. Decision making. Language. Cognitive development. Metacognition. Self-regulation.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Lecturing, and, in the most, active teaching methods, such as discussion, question-answer and group work.

<table>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</td><td>Presentation Software, Shared Documents via eclass. Emails</td></tr>
<tr><td>TEACHING ORGANIZATION</td><td>
<table>
<tr><th>Activity</th><th>Semester Work Load (hours)</th></tr>
<tr><td>Lectures</td><td>25</td></tr>
<tr><td>Interactive activities</td><td>15</td></tr>
<tr><td>Team assignment: Writing and presentation</td><td>20</td></tr>
<tr><td>Case study</td><td>15</td></tr>
<tr><td>Personal/individual study</td><td>25</td></tr>
<tr><td>Total Course</td><td>100</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION</td><td>Evaluation language: Greek

Assessment methods (weight %): Successful completion of required assignments (100%)

Evaluation criteria (weight %): Final exams, personal study, oral presentation of a team assignments during class sessions.</td></tr>
</table>

RECOMMENDED BIBLIOGRAPHY

- ATKINSON, R. L., ATKIN.SON, R. L., SMITH, E. E., BEM, D. J., & NOLEN-HOEKSEMA, S. (2003). *ΕΙΣΑΓΩΓΗ ΣΤΗΝ ΨΥΧΟΛΟΓΙΑ ΤΟΥ HILGARD*, ΤΟΜΟΣ Α΄ (ΜΕΤΑΦΡΑΣΗ: Μ. ΣΟΛΜΑΝ, ΕΠΙΜΕΛΕΙΑ: Γ., ΒΟΡΡΙΑ, Μ. ΝΤΑΒΟΥ, Ζ., ΠΑΠΑΛΗΓΟΥΡΑ). ΑΘΗΝΑ: ΠΑΠΑΖΗΣΗ.
- Calota, D. A., & Marsh, E. J. (2005). *Cognitive psychology*. New York: Psychology press.
- COLE, M. & COLE, S.R. (2002). *Η ΑΝΑΠΤΥΞΗ ΤΩΝ ΠΑΙΔΙΩΝ. Η ΑΡΧΗ ΤΗΣ ΖΩΗΣ: ΕΓΚΥΜΟΣΥΝΗ, ΤΟΚΕΤΟΣ, ΒΡΕΦΙΚΗ ΗΛΙΚΙΑ*. ΤΟΜΟΣ Α. (ΜΕΤΑΦΡΑΣΗ: Μ. ΣΟΛΜΑΝ, ΕΠΙΜΕΛΕΙΑ: Ζ. ΠΑΠΑΛΗΓΟΥΡΑΖ, Π. ΒΟΡΡΙΑ). ΑΘΗΝΑ: ΤΥΠΩΘΗΤΩ- ΓΙΩΡΓΟΣ ΔΑΡΔΑΝΟΣ
- COLE, M. &COLE, S.R. (2002). *Η ΑΝΑΠΤΥΞΗ ΤΩΝ ΠΑΙΔΙΩΝ: ΓΝΩΣΤΙΚΗ ΚΑΙ ΨΥΧΟΚΟΙΝΩΝΙΚΗ ΑΝΑΠΤΥΞΗ ΚΑΤΑ ΤΗ ΝΗΠΙΑΚΗ ΚΑΙ ΜΕΣΗ ΠΑΙΔΙΚΗ ΗΛΙΚΙΑ*. ΤΟΜΟΣ Β (ΜΕΤΑΦΡΑΣΗ: Μ. ΣΟΛΜΑΝ, ΕΠΙΜΕΛΕΙΑ: Ζ. ΜΠΑΜΠΛΕΚΟΥ) ΑΘΗΝΑ: ΤΥΠΩΘΗΤΩ - ΓΙΩΡΓΟΣ ΔΑΡΔΑΝΟΣ.
- Hayes. N. (1998). *Εισαγωγή στην ψυχολογία.* Τόμ. 1. Αθήνα: Ελληνικά Γράμματα.
- Eysenck, M. W., &Keane, M. T. (2005). *Cognitive psychology: A students' handbook*. London: Psychology press.
- Κωσταρίδου-Ευκλείδη, Α. (2011). *Γνωστική ψυχολογία: Από την αναπαράσταση της γνώσης στο θυμικό και στη δράση*. Αθήνα: Πεδίο.

- **SCIENTIFIC JOURNALS**:

Ψυχολογία, Cognitive Pychology, Educational Psychology, Developmental Psychology

1003C – Children's Literature

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	1003C	**SEMESTER**	3rd
COURSE TITLE	**Children's Literature**		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Compulsory
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	No
COURSE WEBSITE (URL)	http://eclass.uowm.gr/

LEARNING OUTCOMES

Students will become familiar with the subject of Children's Literature. They will be able to associate Literature with its socio-historical context and to present literary texts for educational purposes. They will gain experience in viewing modern tendencies in criticism and theory of Children's Literature and they will learn the structure of fairy tales (and their contemporary versions), illustrated children's books and children's poems. At the same time, they will acquire knowledge in creating their own post-folktales.

General skills

COURSE CONTENTS

Literature and Children's Literature: definition of boundaries and terms. Brief historical review of course and development of Greek Children's Literature from the end of 19th century onwards. Theory and criticism of Children's Literature. Narrative elements: axes/strategies of reading literary texts. Greek researches for Children's Literature in Preschool Age. Children's poetry. Fairy tales. Fables. Traditional stories. Humorous narrations. Short stories. Children's illustrated books. Comics. Books of knowledge. Children's theatre. Teaching of Children's Literature's. Short stories and novel. Brief report in Adolescent Literature.

TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>LECTURE METHOD</td><td>Class</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</td><td>Specialized software for finding and managing children's and young adult literature texts. Support of the learning process through the electronic platform e-class</td></tr>
<tr><td>TEACHING ORGANIZATION</td><td>
<table>
<tr><th>Activity</th><th>Semester Work Load (hours)</th></tr>
<tr><td>Lectures</td><td>36</td></tr>
<tr><td>Workshops</td><td>10</td></tr>
<tr><td>Preparation for individual and group assignments</td><td>20</td></tr>
<tr><td>Individual research and study (literature search, Internet search)</td><td>24</td></tr>
<tr><td>Preparation for examinations</td><td>20</td></tr>
<tr><td>Total Course</td><td>100</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION</td><td>Evaluation language:

Assessment methods (weight %): Written examinations or/and short individual and group assignments during the semester.

Evaluation criteria (weight %):</td></tr>
</table>

RECOMMENDED BIBLIOGRAPHY

-

- Anagnostopoulos, V. (2006) *Tendencies and developments in Children's Literature*, Athens: The publications of friends Press.
- Hunt, P. (2001) *Criticism, Theory and Children's Literature*, Athens: Patakis.
- Kanatsouli, M. (2018) *Introduction in Children's Literature theory and criticism*, Thessaloniki: University Studio Press.
- Karakitsios, A. (2008) *Poetry for children and young people*, Thessaloniki: Zigos.
- Lukens, Rebecca. *A Critical Handbook of Children's Literature.*New York: HarperCollinsCollege Publishers, [5]1995.
- McGillis, R. (1996) *The Nimble Reader. Literary Theory and Children's Literature*. New York: Twayne Publishers
- Nikolajeva, Maria. *Children' s Literature Comes of Age. Toward a New Aesthetic*. New York and London: Garland, 1996.

- Nikolajeva, Maria. *From Mythic to Linear. Time in Children's Literature*. Lanham, Md., &London: Ch LA & Scarecrow Press, 2000.
- Nikolajeva, Maria. *The Rhetoric of Characters in Children's Literature*. Lanham, Maryland and London, Scarecrow, 2002.
- Nikolajeva, Maria. *Aesthetic Approaches to Children's Literature. An Introduction.* Lamham, Maryland: Scarecrow, 2005.
- Nilsen, Don L.F. "Northrop Frye Meets Tweedledum and Tweedldee: Adolescent Literature as Comedy, Romance, Tragedy, and Irony". *Journal of Evolutionary Psychology* 19.1-2 (1998): 10-20.
- Nodelman, Perry. *Words About Pictures: The Narrative Art of Children's Picture Books.*Athens: University of Georgia Press, 1988.
- Nodelman, Perry. *The Pleasures of Children's Literature.*New York&London: Longman, 1992.

Scientific Journals

- *Keimena* http://keimena.ece.uth.gr
- *Children's Literature Association Quarterly*
- *Journal of Children's Literature Research*

1405C - Early Mathematical Concepts and Skills

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	1405C	**SEMESTER**	3rd
COURSE TITLE	Early Mathematical Concepts and Skills		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**	
	3	4	
TYPE OF COURSE	Compulsory		
PREREQUISITES			
LANGUAGE OF LECTURES AND EXAMINATION	Greek / English		
COURSE OFFERED TO STUDENTS ERASMUS	Yes		
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED201/		

LEARNING OUTCOMES

Students are expected to acquire a deep understanding of the process of developing mathematical concepts from an initial embodied mathematical perception of the world. In addition, it is expected from students to develop the necessary mathematical content knowledge and pedagogical content knowledge for early mathematics teaching and learning. Also, students will have a clear view of those instructional materials that can be used in the kindergarten so as to be able to select the most appropriate activities and learning materials for introducing the specific mathematical concepts to preschool students. By the end of the course students will be introduced to the most important research findings and the most influential theoretical frameworks in the field of early mathematics education.
General skills

COURSE CONTENTS

Number and arithmetic operations in early education:

Early understanding of numbers- Initial representations of number – Early understanding of the numerosity of a set, measuring or counting - Understanding the number through the processes of measurement and sizing - Introduction to the numerical symbols for representing numbers – Number systems and System of Measurement - Strategies for addition and subtraction - Measuring quantities, length, and surface, number relations, basic arithmetic operations

Early understanding of geometric concepts

Understanding basic geometric concepts and spatial awareness - Understanding, naming, and drawing basic geometric shapes - Understanding the concept of angle and its measurement, - The concept of symmetry - Sense and spatial orientation in preschool age - Understanding topological relationships (i.e., inside-outside, near-far, up-down, left-right).

Introduction to early algebraic concepts

Classifications and understanding the properties of sets in early education – using patterns to introduce to early algebraic reasoning.

Other concepts and early mathematical operations

Introduction to the mathematical problem solving – Early understanding of time – Early probabilities and statistical methods to report in results

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Class
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Searching internet for learning activities, Videos, e-class discussions.

TEACHING ORGANIZATION

Activity	***Semester Work Load (hours)***
Workshop-Lectures	39
Workshop exercises-Group essay	21
Preparation for the exams	40

	Total Course	**100**
STUDENT EVALUATION	**Evaluation language**: Greek and/or English **Assessment methods**: Assessment methods: written exams (80%), individual final essays (20%)	

RECOMMENDED BIBLIOGRAPHY

- Clements, D. H., & Sarama, J. (2014). Learning and teaching early math: The learning trajectories approach. Routledge.
- Donaldson, M. (1992). *Human minds: An exploration*. Allen Lane/Viking Penguin.
- Montague-Smith, A., & Price, A. (2012). *Mathematics in early years education*. Routledge.
- Nunes, T. & Bryant, P., (2007). Children do mathematics. Desli, D. (Ed.), Athens: Gutenberg.
- Sarama, J., & Clements, D. H. (2009). Early childhood mathematics education research: Learning trajectories for young children. Routledge.
- Siegler, R. S. (1991). *Children's thinking*. Prentice-Hall, Inc.
- Smith, S. S. (1998). Early Childhood Mathematics.
- Sophian, C. (2017). *The origins of mathematical knowledge in childhood*. Routledge.

2213C - Teaching Practice: Early Childhood Curricula, Observation, Reflection

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**2213C**	**SEMESTER**	3rd
COURSE TITLE	Teaching Practice: Early Childhood Curricula, Observation, Reflection		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	6	8

TYPE OF COURSE	Compulsory
PREREQUISITES	Pre-school pedagogy
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	No
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED177/

LEARNING OUTCOMES

After successful completion of the course, students will be able to:

1) use the method of observation as a tool for collecting data in order to explore and understand the educational process in ECE,
2) understand the classroom context
3) detect the relations between educational practices and theoretical assumptions about learning and teaching,
4) make action plans according to the interpretations of their observation
5) reflect on the development of the educational process and their role as future teachers.

General skills

After successful completion of the course students will have acquired the skills to:

- collect, analyse and process data,
- collaborate to work as a team
- adapt to new situations and make decisions,
- design projects,
- exercise creative criticism, and ask self-reflective questions,
- demonstrate social, professional and moral responsibility.

COURSE CONTENTS

The course provides students with opportunities to become familiar with the observation and documentation process as a central element in ECE which allows them to better explore and understand the classroom context. Students are trained to develop observational skills in order to plan, act, and design meaningful activities that encourage children's development as a whole. Students make field observations in kindergartens and collect data. They are trained to analyze and interpret the collected data in the light of theoretical assumptions about learning and teaching. In particular, they are trained to detect the relations between educational practices and pedagogical theory. They will be also given the opportunities to reflect on the development of the educational process and their role as future teachers.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Class, Presentations, Cooperative group learning activities
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Videos, e-class discussions

TEACHING ORGANIZATION

Activity	***Semester Work Load (hours)***
Lectures	39
Workshops exercises	39
Collaborative meetings	40

	Individual study and research	15
	Field observation in Kindergartens	27
	Preparation for essays	10
	Preparation for written exams	30
	Total Course	**200 hours**
STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods**: individual and/or group essays (30%), written exams (70%) **Evaluation criteria**: effective response to the course requirements, efficiency in observation recording and interpretation as well as design of practice.	

RECOMMENDED BIBLIOGRAPHY

- Androusou, A. & Avgitidou, S. (Eds.) (2013). *Teaching practice in initial teacher education: Research Approaches, Network of Teaching Practice*. Athens: Department of Early Childhood Education, National and Kapodistrian University of Athens. [In Greek]
- Avgitidou, S. & Sidiropoulou, Ch. (2020). Deconstructing and restructuring the future teachers' beliefs: An intervention in a teaching practice programme. *Hellenic Journal of Research in Education, 9*(1), 77-91. [In Greek] doi:https://doi.org/10.12681/hjre.23311
- Avgitidou, S., Tzekaki, M., & Tsafos, V. (Eds.) (2016). *Preservice teachers observe, intervene, and reflect.* Athens: Gutenberg. [In Greek]
- Germanos, D. (2018). Creating children's space at school: the approach from the user's side and the pedagogical design of the space. *Spaces for children or children's spaces? , 1*, 40-59. [In Greek]
- Katsarou, E. (2016). *Educational Action-research. Athens: Kritiki* . [In Greek]
- Mclachlan, C (2003). *Shaping Early Childhood: Learners, Curriculum and Contexts*. Maidenhead: Open University Press.
- Mclachlan, C., Fleer, M., & Edwards, S. (2018). *Early childhood curriculum: Planning, assessment, and implementation*. *(2nd ed.).* Cambridge University Press.
- Dolioppoulou, E. (2003). *Modern educational programs for preschool children*. Athens: Typothyto- G. Dardanos. [In Greek]
- Tsigra, M. (2014). *Constructing everyday reality in Kindergarten: Procedures and practices.* Athens: Lexitypon. [In Greek]

-**SCIENTIFIC JOURNALS**:

- *Investigating the child's world*, OMEP Greece, https://ejournals.epublishing.ekt.gr/index.php/omep/index
- *Hellenic Journal of Research in Education* Democritus University of Thrace, https://ejournals.epublishing.ekt.gr/index.php/hjre/article/view/23311/20478
- *Action Researcher in Education*, http://www.actionresearch.gr/el/node/13
- *International Journal of Early Childhood*, https://www.springer.com/journal/13158
- - *European Early Childhood Education Research Journal (EECER),* https://www.eecera.org/journal/

OPTIONAL COURSES

0209O - Humanistic Knowledge in Postmodernity

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	0209O	**SEMESTER**	3rd
COURSE TITLE	Humanistic Knowledge in Postmodernity		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional
PREREQUISITES	
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes
COURSE WEBSITE (URL)	http://eclass.uowm.gr/courses/NURED123/index.php

LEARNING OUTCOMES

After successful completion of the course, students will be able to:
- know the most important periods in the history of pedagogical ideas in Europe and the pedagogues,
- know the historical, social and economical causes which leads to the development of pedagogical ideas, to understand and analyzed these ideas in their context,
- understand the influences of the pedagogical movements in the foundation and development of the pedagogical ideas in Greece,
- know the most important periods in the development of the Greek educational system from their foundation um today,
- recognize and to explain the different perceptions of the goal and function of educational systems,
- approach the basic pedagogical ideas in a critical ideological, political and socioeconomic context,

General skills

After successful completion of the course students will have acquired to analyze educational processes.

How work together in group and in a interdisciplinary way, to design, implement and evaluate processes, to exercise creative criticism.

COURSE CONTENTS

The visions of education, as these were developed during the evolution of the pedagogical thought, ultimately aimed at a holistic interpretation of human nature. However, such an approach resulted in an over-estimation of the potential of education which in turn gave rise to various myths in the field of education, such as the fantasies of omnipotence of education. In modernity the intense speculation and the uncertainty that dominated humanities soon after the traditional paradigms lost their validity, revealed the dead-end that the field of Education, as a closed normative system of knowledge, had reached. It is now apparent that the expectations of the Enlightenment regarding the continuous progress, the technological development and the perfection of man have not materialized. The results of this "unfinished" project that proclaimed the end of mythologies was the emergence of new myths such as the perfection of man through the omnipotence of education.

In postmodernity, the anthropological knowledge seems to have loss its importance and necessity for the psychological wealth of man. Even more, the homo economicus dominates the academic sciences. Nevertheless, anthropological knowledge gains again the interest in the scientific world, because its absence leads to new conflicts, in particular with the human feelings and the social cohesion. These questions would be in the centre of interest in the seminar, exploited questions in a hermeneutical way in various scientific texts.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Class lectures, oral presentations, written essay
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Yes
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures - Presentations	39
Teaching design Workshops	40
Individual research and study	21
Total Course	**100 hours**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment method:** oral presentation and written essay

RECOMMENDED BIBLIOGRAPHY

- JanAmosComenius (2000[9]). GrosseDidaktik. (Hrsg. vonA. Flitner). Stuttgart.
- (1992). Orbis SensualiumPictus.Zürich.
- (2001). Pampaidia. Allererziehung. (Hrsg. und Übersetzt von Klaus Schaller). Sankt Augustin.
- Gadamer, H.-G./ Vogler, P. (Hrsg.) (1972/1974): Neue Anthropologie, 7 Bde. Stuttgart.
- Galtung, J. (1997): Gewalt, in: Wulf, C.: Vom Menschen. Handbuch Historische Anthropologie, S. 913-919.
- Gehlen, A. (1978): Der Mensch. Seine Natur und seine Stellung in der Welt. Wiesbaden.
- Geertz, C. (1973): TheInterpretation of Cultures. NY.
- Girard, R. (1972): La violanceet le sacré. Paris.
- Habermas, J. (1988): Der philosophische Diskurs der Moderne. Zwölf Vorlesungen. Frankfurt/M.
- Hamann, B. ([2]1993): Pädagogische Anthropologie. Theorien – Modelle – Strukturen. Eine Einführung. Bad Heilbrunn.
- Kuhn, T.S. (1970): The structure of Scientific Revolutions. Chicago.
- Lenzen, D. (1994): Bildung und Erziehung für Europa? Zeitschrift für Pädagogik, 32, Beiheft. Weinheim/Basel, S. 3-48.
- Lyotard, J.-F. (1979): La condition Postmoderne. Paris.
- Levi-Strauss, C. (1992): Strukturale Anthropologie. Frankfurt/M.
- Moren, Edgar (1999): Les sept savoirs nècessaires à l' éducation
- Nohl, H. (1929): Pädagogische Menschenkunde, in: Nohl, H./ Pallat, L. (Hrsg.): Handbuch der Pädagogik, Bd.2. Langensalza, S. 51-75.
- Oelkers, J. (1992): Vollendung. Theologische Spuren im pädagogischen Denken, in: Luhmann, N./ Schorr, K.E. (Hrsg.): Zwischen Anfang und Ende. Fragen an die Pädagogik. Frankfurt/M.
- Plessner, H. (1928): Die Stufen des Organischen und der Mensch. Berlin.
- Scheler, M. (1929): Die Stellung des Menschen im Kosmos. Bonn.
- Scheuerl, H. (1982): Pädagogische Anthropologie. Kohlhammer.
- Wimmer, M. (1988): Der Andere und die Sprache. Berlin.
- Wulf, Ch (Hrsg.) (1996): Das Anthropologische Denken in der Erziehung 1750-1850. Weinheim.
- (2001): Anthropologie der Erziehung. Weinheim und Basel.
- (Hrsg.) (1994): Einführung in die pädagogische Anthropologie. Weinheim und Basel
- (2003): Die Wiederkehr des Körpers und das Schwinden der Sinne, στο: Wulf, Ch./ Kamper, D. (Hrsg): Logik und Leidenschaft. Erträge Historischer Anthropologie. Berlin.
- (2002): The Other as Reference Point in European Education, in: Jan Karel Koppen/ Ingrid Lunt/ ChristophWulf (eds.). Education in Europe. Cultures, Values, Institutions in Transition, pp. 19-39. Münster/New York/ München/ Berlin.
- Christoph Wulf, επιστ. επιμ.: Μιχάλης Κοντοπόδης: Ανθρωπολογία, ΕΚΔΟΣΕΙΣ ΠΕΔΙΟ Α.Ε. 2018.
- Τζάρτζας, Γ. (2018).JanAmosComenius: οι Απαρχές της Σύγχρονης Παιδαγωγικής. Ο άνθρωπος ως «animaleducandumeteducabilis». Αθήνα*:* Εκδόσεις Άνθρωπος.
- Τζάρτζας, Γ. 2004). Νέες Προοτπικές στην Παιδαγωγική Ανθρωπολογία, στο: *Πρακτικά του 3ου Διεθνούς Συνεδρίου,Ιστορία της Εκπαίδευσης,* Πάτρα.

- - (2017). Η Σημασία της Ανθρωπιστικής Γνώσης στις Επιστήμες της Αγωγής, στο: AthensInstituteofLiberalArts (A.I.L.A.). http://www.aila.org.gr/georgios-tzartzas.

(A.T.E.) 0531O - Sociology of Migration: Social Networks and Social Integration

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0531O**	**SEMESTER**	3rd
COURSE TITLE	SOCIOLOGY OF MIGRATION: SOCIAL NETWORKS AND SOCIAL INTEGRATION		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4
TYPE OF COURSE	General background	
PREREQUISITES		
LANGUAGE OF LECTURES AND EXAMINATION	Greek	
COURSE OFFERED TO STUDENTS ERASMUS	No	
COURSE WEBSITE (URL)		

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to: a) have a general image of sociology of migration and they familiarize with the basic notions 2) to classify the main theoretical notions, while using the relevant bibliography 3) have the ability to use quantitative and qualitative methods analysis on migration 4) to familiarize with the knowledge, critical thinking and production of actions that take place within the school unit, regarding the issues of social integration of immigrants and refugees 5) have specialized in the counseling support of parents and children of immigrants - refugees living in conditions of social exclusion.

General skills

Students are introduced to the sociology of immigration and, in particular, immigration/migration and education. Students will be able to understand in depth the importance of education in the empowerment of immigrants and refugees and to become familiar with the theory of social networks as a method of analysis of migration.

COURSE CONTENTS

This section analyzes specific issues related to the sociology of immigration, with emphasis on the education of immigrants and refugees. The main concepts of migration and their definitions are distinguished and issues of morphology of the migration process are approached. The relationship between state and immigrant is also examined. The basic schools of the sociology of immigration are analyzed at a theoretical and methodological level, with the parallel presentation of case studies on immigrants and refugees educational policy. The theory of social networks as a method of medium-range analysis for migration is examined separately. Presentation of life stories by immigrants-refugees children or by children immigrants-refugees.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Support of learning process through the electronic platform e - class
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Seminars	6
Collaborative tasks	7
Group work	7
Bibliography study and analysis	7
Tutoring	4
Interactive teaching	6
Writing assignments	12
Project	12
Total Course	**100**

STUDENT EVALUATION

Evaluation language:

1. Written examination at the end of the semester.
2. Oral examination at the end of the semester.
3. Homework.
4. Oral presentation of work.
5. Use of multiple bibliography.

	6. Ensure transparency in student performance evaluation.

RECOMMENDED BIBLIOGRAPHY

- Evangelou O., N. Paleologou (ed.), *The school performance of non-speaking students: Results of Empirical Research*, Athens, Atrapos, 2007(in Greek).
- Milesi Ch., *Foreign students from Albania in the school community. Case study in Piraeus*, Athens, Grigoris, 2006 (in Greek).
- Mousourou L., *Immigration and immigration policy in Greece and Europe*, Athens, Gutenberg, 2003(in Greek).
- Collective, *Intra - European Youth Mobility / Migration in the Age of Economic Crisis*, Athens, Stamoulis, 2015(in Greek).
- Psimmenos I. (ed.), *Labor and social inequalities. Personal services and service staff*, Athens, Alexandria, 2013(in Greek).
- Psimmenos I. (ed.), *The migrant labor force. Relationships - Perceptions - Actions*, Athens, Papazisis, 2020(in Greek).
- Psimmenos I., *Immigration and work in Europe: The creation of new social spaces*, Athens, Center for Intercultural Education - EKPA, 1999 (in Greek).

0729O - Childhood and Children's Rights: Pedagogical Approaches

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0729O**	**SEMESTER**	3rd
COURSE TITLE	CHILDHOOD AND CHILDREN'S RIGHTS: PEDAGOGICAL APPROACHES		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional, in-depth
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek/English
COURSE OFFERED TO STUDENTS ERASMUS	Yes
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED455/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:
1) Describe the concept of "childhood" recognizing its diversity in time and space.
2) Develop the basic theoretical approaches of childhood, in the light of the evolution of pedagogical thought.
3) Identify divergent forms of childhood.
4) Distinguish childhood as a field of control, intervention and regulation through education, media and technology.
5) Approach the early institutionalization of the rights of the child and their modern development.
6) Ask critical questions when approaching the rights and naturalized standards of childhood.
7) Document with modern literature the evolution of social phenomena in which the dimension of childhood is located.
8) Identify and analyze critical elements of the international dialogue regarding the concept of the universality of children's rights.
9) Approach the modern state of children's rights in Europe and the rest of the world through the actions of relevant bodies.
10) Organize the content and design of educational programs and activities related to childhood and children's rights in formal and non-formal forms of learning using multimodal material and a variety of pedagogical tools.

General skills

- Understanding and interpretation of scientific theories and concepts from the field of education sciences
- Transfer of scientific concepts to places of education for children, mainly preschool and school age
- Search, analysis and synthesis of data and information
- Understanding the various factors that co-shape social and educational reality
- Promoting free, creative and inductive thinking
- Respect for diversity and multiculturalism
- Autonomous work
- Teamwork
- Decision making
- Working in an international environment
- Work in an interdisciplinary environment
- Exercise criticism and self-criticism
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Promoting free, creative and inductive thinking

COURSE CONTENTS

The content of the course is about exploring the concept of "childhood" focusing on its diversity in time and space, while developing the basic theoretical approaches of childhood according to the evolution of pedagogical thought in recent centuries in the Western world. It is also important to distinguish childhood as a field of control, intervention and regulation through education, media and technology. It is interesting to highlight the divergent forms of childhood and its

naturalized patterns. The approach to the early institutionalization of children's rights and their modern development, the critical analysis of elements of the international dialogue on the universality of children's rights, as well as the approach to the current situation of children's rights in Europe and the rest of the world through actions of relevant bodies, are key areas of development of this course. The course will be completed through the organization and design of educational programs and activities related to childhood and children's rights in formal and non-formal learning using multimodal material and a variety of pedagogical tools.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	**Slide show, internet use, E-CLASS, e-mail**
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Independent bibliography study	21
Preparation of individual and / or group work and cooperation with the teacher	20
Work presentation-Discussion-Feedback	20
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek and/or English **Assessment methods** (weight % if it is necessary): **Evaluation criteria** (weight % if it is necessary): For the evaluation of male and female students, the following are taken into account: 1. Their consequence in the obligations of the course. 2. The presentations of individual and / or group works. 3. The obligatory / exempt written work.

RECOMMENDED BIBLIOGRAPHY

- Ariés, Ph. (1990). Αιώνες παιδικής ηλικίας (πρόλ. Σ. Ράσης, μτφρ. Γ. Αναστοπούλου). Αθήνα: Γλάρος.
- Cunnigham, H. (2016). Παιδιά και παιδική ηλικία στη Δυτική κοινωνία από τον 16ο αιώνα μέχρι σήμερα (επιμ. Μ. Παπαθανασίου). Αθήνα: Σμίλη.

- Δασκαλάκης, Δ. &Γκίβαλος, Μ. (επιμ.) (2011). Παιδική ηλικία και τα δικαιώματα του παιδιού. Αθήνα: Α. Α. Λιβάνη.
- Δασκαλάκης, Δ. (2013). Όψεις της Παιδικής Ηλικίας. Αθήνα: Διάδραση.
- DeMause, L. (επιμ.) (1985). Ιστορία της Παιδικής Ηλικίας. Αθήνα: Θυμάρι.
- Jenks, C. (2020). Παιδική Ηλικία (επιμ. Φ. Κουγιουμτζάκη, μτφρ. Μ. Γκαντώνα). Αθήνα: Gutenberg.
- Καρακατσάνη, Δ. &Πλιόγκου, Β. (2016). Αναλύσεις της Παιδικής Ηλικίας και προοπτικές προάσπισης των Δικαιωμάτων του Παιδιού. Η περίπτωση του Πολωνού Παιδαγωγού Γιάννους Κόρτσακ. Στο: Β. Μπάρος, Μ. Δημάση, Θ. Γκαμπράνη&Γρ.-Κ. Κωνσταντινίδου (επιμ.) Παιδική Ηλικία και Μετανάστευση. Προκλήσεις για την Παιδαγωγική της Ετερογένειας-Τιμητικός Τόμος για τον Ομότιμο Καθηγητή Σπύρο Πανταζή (σ. 101-118). Αθήνα: Διάδραση.
- Tisdall, K.E.M. & Punch, S. (2012). Not so "new"? Looking critically at childhood studies. Children's Geographies, 10 (3), 249-264.
- Κούρτη, Ε. (επιμ.) (2012). Παιδική ηλικία και Μέσα Μαζικής Επικοινωνίας. Αθήνα: Ηρόδοτος.
- Μακρυνιώτη, Δ. (επιμ.) (2003). Κόσμοι της παιδικής ηλικίας. Τοπικά δ΄. Αθήνα: Εταιρεία Μελέτης των Επιστημών του Ανθρώπου.
- Μακρυνιώτη, Δ. (επιμ.) (1997). Παιδική ηλικία (μτφρ. Κ. Αθανασίου). Αθήνα: Νήσος.
- Μπάλιας, Σ. (2011). Τα δικαιώματα του παιδιού. Ο δρόμος προς την ελευθερία.Αθήνα: Παπαζήσης.
- Οργανισμός Ηνωμένων Εθνών (1989). Διεθνής Σύμβαση για τα Δικαιώματα του Παιδιού. Διαθέσιμο στο:http://www.ddp.org.gr/wp-content/uploads/2011/07/diethnis_symvasi_gia_dikaiomata_paidiou.pdf
- Παπαγιάννης, Γ., Τεκτονοπούλου, Μ. (2010). Η ιστορία της παιδικής ηλικίας. Παρουσίαση και κριτική δύο αντιτιθέμενων ερμηνευτικών θεωριών, του PhillipAriéskαι του LloyddeMause.Ξάνθη: Σπανίδης.
- Παύλου, Μ., Τριλίβα, Σ., Αναγνωστοπούλου, Α., Μαρβάκης, Α., Παρσάνογλου, Δ., Μεντίνης, Μ., Πλιόγκου, Β., Μπουχούνα, Σ., Καλογερίδου, Ό. (2012). Πρότυπος Συμβουλευτικός Οδηγός. Παιδικά βιβλία με θέματα τη διαφορετικότητα, τα δικαιώματα του παιδιού και τον αντιρατσισμό. Αποτελέσματα Ερευνητικού Έργου: «Σχέδιο δράσης για την πρόληψη ή/και την καταπολέμηση του ρατσισμού και των διακρίσεων κάθε είδους, για την ανάδειξη της σημασίας της διαφορετικότητας καθώς και για την καταπολέμηση της βίας στα σχολεία». ΥπουργείοΠαιδείας, ΔιαΒίουΜάθησηςκαιΘρησκευμάτων& I-RED (Institute for Rights Equality and Diversity). Διαθέσιμο στο: http://www.i-red.eu/?i=institute.el.projects.78
- Πεχτελίδης, Γ. (2020). Για μια εκπαίδευση των κοινών εντός και πέραν των «τειχών». Αθήνα: Gutenberg.
- Πεχτελίδης, Γ. (2015). Κοινωνιολογία της παιδικής ηλικίας. Αθήνα: ΣΕΑΒ. Διαθέσιμο στο:https://repository.kallipos.gr/handle/11419/4744
- Πεχτελίδης, Γ. & Κοσμά, Υ. (2012).Άγ(ρ)ια παιδιά. Οριοθετήσεις της «παιδικής ηλικίας» στον Λόγο. Θεσσαλονίκη: Επίκεντρο.
- Πλιόγκου, Β. & Καρακατσάνη, Δ. (επιμ.) (2020). Σύγχρονες τάσεις στην παιδαγωγική θεωρία και πρακτική. Δημοκρατία-Πολιτειότητα-Ετερογένεια. Αθήνα: Gutenberg.
- Πλιόγκου, Β. (2011). Μαθαίνουμε τα ανθρώπινα δικαιώματα … παίζοντας και δημιουργώντας τα: Εκπαιδευτικές δραστηριότητες για παιδιά πρώτης σχολικής ηλικίας. Δημοσιευμένα Πρακτικά του Ευρωπαϊκού Συνεδρίου Παγκόσμιας Οργάνωσης Προσχολικής Αγωγής (OMEP), Δημιουργικότητα και μάθηση στην πρώτη σχολική ηλικία.Ευρωπαϊκό Πανεπιστήμιο Κύπρου, Λευκωσία 6-8 Μαΐου 2011, (σ. 727-737). Διαθέσιμο στην ιστοσελίδα: https://drive.google.com/file/d/0B4bxze3YrxEMWXRiQTZWZkJJVUE/view
- Πλιόγκου, Β. (2009). Δικαιώματα παιδιών και οπτικοακουστικά μέσα επικοινωνίας: «Νέος» στόχος για τη Διαπολιτισμική Εκπαίδευση; Στο: Σ. Γρόσδος, Ε. Κανταρτζή & Β. Πλιόγκου (επιμ.). Πρακτικά Πανελλήνιου Συνεδρίου, Παιδί και Οπτικοακουστικά Μέσα Επικοινωνίας, Θεσσαλονίκη 21-22.11.2009(σ. 110-121).Τελλόγλειο Ίδρυμα Τεχνών Α.Π.Θ. και Μορφωτικό Ίδρυμα της Ε.Σ.Η.Ε.Μ.Θ. Θεσσαλονίκη: Ηλεκτρονική έκδοση (ISBN: 978-960-6790-08-9).
- Διαθέσιμο και στο:http://users.sch.gr/akoptsi/images/7perif_docs/Arthra_Epistimonika/pliogou_dikaiomata_paid_optikoakoustika_mme.pdf

- Πλιόγκου, Β. (2009). Ο ρόλος της παιδικής λογοτεχνίας στην προσέγγιση των ανθρωπίνων δικαιωμάτων κατά την εκπαιδευτική διαδικασία. Πρακτικά Ημερίδας, Παιδί και Δικαιώματα: Η πρόταση της παιδικής λογοτεχνίας, Θεσσαλονίκη 10.5.2009. Θεσσαλονίκη: Τελλόγλειο Ίδρυμα Τεχνών Α.Π.Θ. Διαθέσιμο στο:http://users.sch.gr/akoptsi/images/7perif_docs/Arthra_Epistimonika/pliogou__rolos_logotehnias.pdf
- Prout, A. (2005). The future of childhood. London: Routledge Falmer.
- Quennerstedt, A., &Quennerstedt, M. (2013). Researching children's rights in education: Sociology of childhood encountering educational theory. British Journal of Sociology of Education, 35 (1),115-132.
- Qvortrup, J., Corsaro, W., & Sebastian-Honig, M. (eds) (2009). The Palgrave handbook of childhood studies. London: Palgrave.
- Σακκά, Δ., Παπαθανασίου, Μ. &Πλιόγκου, Β. (2005). Όταν τα παιδιά μιλούν για τον πόλεμο και την ειρήνη… Στο: Δ. Μαρκουλής, Μ. Δικαίου (επιμ.). Πολιτική Ψυχολογία. Προβλήματα και προοπτικές (σ. 107-134). Αθήνα: «Τυπωθήτω-Γ. Δαρδανός».
- Φασούλης, Β. (2016). Τα δικαιώματα του παιδιού. Ιστορική διάσταση, σύγχρονη εξέλιξη και η Διεθνής Σύμβαση για τα Δικαιώματα του Παιδιού. Αθήνα: Παπαζήση.
- Χριστοφορίδου, Ε., Ντουλαπτσή, Ζ. &Πλιόγκου, Β. (2014). «Υπάρχουν παιδιά, που δεν θέλουν να ξαναέρθουν στο σχολείο, γιατί φοβούνται…»: Απόψεις νηπιαγωγών για το σχολικό εκφοβισμό. Στο: Χ. Μπαμπούνης (επιμ.) Παιδική ηλικία: Κοινωνιολογικές, πολιτισμικές, ιστορικές και παιδαγωγικές διαστάσεις.Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης, Ε.Κ.Π.Α., υπό την αιγίδα του Κέντρου Έρευνας Επιστήμης και Εκπαίδευσης (ΚΕ.ΕΠ.ΕΚ), Αθήνα, Διεθνές Συνέδριο 11-14 Απριλίου 2013 (σ. 1192-1198). Αθήνα: Π.Τ.Δ.Ε.-Ε.Κ.Π.Α.- Τομέας Ανθρωπιστικών Σπουδών, Εργαστήριο Κοινωνικών Επιστημών.
- Veerman, P. (1992). The rights of the child and the changing image of childhood. TheHague: MartinusNijhoffPublications.
- Verhellen, E. (1998). Ταδικαιώματατωνπαιδιών. Στο:ΙδρυμαγιατοΠαιδίκαιτηνΟικογένεια. Ευρωπαϊκό Φόρουμ για την Οικογένεια - Ευρώπη - 21ος αιώνας: Όραμα και θεσμοί (σ. 114-122). Αθήνα: «Νέα Σύνορα»-Λιβάνη.

- **SCIENTIFIC JOURNALS**:

- Childhood: SAGEJournals: http://journals.sagepub.com/home/chd
- Journal of Research in Childhood Education: https://www.tandfonline.com/loi/ujrc20
- Journal of Childhood Studies: https://journals.uvic.ca/index.php/jcs
- Journal of the History of Childhood and Youth: https://www.press.jhu.edu/journals/journal-history-childhood-and-youth
- International Journal of Early Childhood: https://link.springer.com/journal/13158

(A.T.E.) 0730O – School space: The classroom in natural environment, the nature world in school

GENERAL

FACULTY	**Humanities and Social Sciences**		
DEPARTMENT	**Early Childhood Education**		
LEVEL OF STUDY	**Undergraduate – 1st Cycle**		
COURSE CODE	**0730O**	**SEMESTER**	3rd

COURSE TITLE	**School space: The classroom in natural environment, the nature world in school**	
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4
TYPE OF COURSE	Optional	
PREREQUISITES		
LANGUAGE OF LECTURES AND EXAMINATION	Greek, English	
COURSE OFFERED TO STUDENTS ERASMUS	Yes	
COURSE WEBSITE (URL)		

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:
-Name the benefits that preschool students gain during education in a natural environment
-Report the main learning theories of teaching in a natural environment
-Identify the key features of methodological approaches when teaching in a natural environment
-Describe the basic characteristics of the forest pedagogy
-Identify and transform students' alternative conceptions during education in a natural environment
-Describe basic elements of educational use of school and botanical gardens
-Organize the learning space based on the key elements of the pedagogy of space
-Cultivate the environmental citizenship of the student through education in a natural environment
-Enhance learning by making use of the place where teaching takes place
-Organize the content and design of educational projects and activities in a natural environment for preschool students

General skills

Independent Work
Research and exploitation of data, sources and documents
Organization of scientific papers, with critical thinking and proper documentation
Critical thinking and self-reflection
Promoting free, creative, and inductive thinking
Decision-making
Working in a multidisciplinary environment
Respect for the natural environment

Project planning and management Adaptability

COURSE CONTENTS

The course is mainly about the determination of the natural environment as a valuable, multi-sensory field of learning. The elements around which the course is structured are the learning theories and the methodological approaches chosen during teaching in a natural environment for students to derive maximum benefits. With this background, the course examines the prospects of cultivating environmental citizenship and the further connection of children to the living world. Extensive reference is made to the students' knowledge and skills required to be able to cope with the demands of a learning process outside the school building. Established natural learning environments such as the school and botanical gardens are being analyzed. Pedagogy of space is examined as a basic parameter for the organization of teaching in free and non-static environments. All possibilities of transferring material and theoretical elements of the natural environment within the traditional school are identified and categorized to make use of them. Having deepened in the above fields and through an inductive and analytical approach, the course is completed with the thorough identification of all the parameters and stages required to construct an efficient teaching in the natural environment.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	**Direct Instruction**
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	**Use of ICT in teaching (PC, projector, internet, smartphones)** **Use of ICT for communicating with students (email/eclass/zoom)**
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Homework/presentation of individual dissertation project	20
Literature review	20
Exam preparation	21
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek, English 1. Written examinations at the end of the semester 2. Homework (individual dissertation project) 3. Presentation of the individual dissertation project

RECOMMENDED BIBLIOGRAPHY

- Azlina, W. & Zulkiflee, A.S. (2012). A pilot study: the impact of outdoor play spaces on kindergarten children. Procedia - *Social and Behavioral Sciences, 38*, 275- 283.
- Broda, W.H. (2007). *Schoolyard Learning-Using the Outdoors as an Instructional Tool, K-8.* Portland: Stenhouse Publishers.

- Germanos, D. (2010). The Pedagogical Redesign of the School Space: A Method of Upgrading the Educational Environment through Changes in Space. In D. Germanos & M. Kanatsoulis (ed.). *Contemporary Pedagogical Approaches in Pre-primary and Primary School Education*, pp. 21-54. Thessaloniki: University Studio Press. [In Greek: Γερμανός, Δ. (2010). Ο Παιδαγωγικός Ανασχεδιασμός του Σχολικού Χώρου: Μια Μέθοδος Αναβάθμισης του Εκπαιδευτικού Περιβάλλοντος μέσα από Αλλαγές στο Χώρο. Στο Δ. Γερμανός & Μ. Κανατσούλη (επιμ.). *Σύγχρονες Παιδαγωγικές Προσεγγίσεις στην Προσχολική και την Πρώτη Σχολική Εκπαίδευση*, σ. 21-54. Θεσσαλονίκη: University Studio Press.]
- Georgopoulos, A. & Tsaliki, E. (2003). *Environmental education*. Athens: Gutenberg. [In Greek: Γεωργόπουλος, Α. & Τσαλίκη, Ε. (2003). *Περιβαλλοντική εκπαίδευση*. Αθήνα: Gutenberg.]
- Georgopoulos, A. (2014). *Environmental education. Identity issues*. Athens: Gutenberg. [In Greek: Γεωργόπουλος, Α. (2014). *Περιβαλλοντική εκπαίδευση. Ζητήματα ταυτότητας*. Αθήνα: Gutenberg.]
- Cornell J. (2007). *Let's share nature with children*. Thessaloniki: Epikentro Publications. [In Greek: Cornell J. (2007). *Ας μοιραστούμε τη φύση με τα παιδιά.* Θεσσαλονίκη*:* Εκδόσεις Επίκεντρο.]
- Dimitriou, A. (Ed.) (2013). *Concepts for nature and the environment in preschool education. Research data, methodological approaches and educational applications.* Thessaloniki: Epicenter. [In Greek: Δημητρίου, Α. (επιμ.) (2013). *Έννοιες για τη φύση και το περιβάλλον στην προσχολική εκπαίδευση. Ερευνητικά δεδομένα, μεθοδολογικές προσεγγίσεις και εκπαιδευτικές εφαρμογές. Θεσσαλονίκη*: Επίκεντρο.
- Gruenewald, D. A., & Smith, G. A. (Eds.). (2014). *Place-based education in the global age: Local diversity*. London: Routledge.
- Heffernan, M. (2007). A Review of: Designing Outdoor Environments for Children: Landscaping Schoolyards, Gardens and Playgrounds by Lolly Tai, Mary Taylor Haque, Gina K. McLellan and Erin Jordan Knight. *Applied Environmental Education & Communication, 6*(1), 119- 120.
- Henderson, B., & Vikander, N. (Eds.). (2007). *Nature first: Outdoor life the friluftsliv way.* Toronto: Natural Heritage Books.
- Kariotoglou, P., & Papadopoulou, P (Eds) (2014). *Natural sciences and environment in pre-school education. Searches and suggestions*. Athens: Dardanos [In Greek: Καριώτογλου, Π., & Παπαδοπούλου, Π (Επιμ) (2014). *Φυσικές επιστήμες και περιβάλλον στην προσχολική εκπαίδευση. Αναζητήσεις και προτάσεις*. Αθήνα: Δαρδανός]
- Knight, S. (2013). *Forest schools and outdoor learning in the early years.* London: Sage Publications Ltd.
- Koerrenz, R., Blichmann, A., & Engelmann, S. (2018). Ovide Decroly and the Ecole pour la vie. In *Alternative Schooling and New Education* (pp. 49-67). Palgrave Pivot, Cham.
- Manetas, G. (2011). *What would Alice see in the land of plants*. University of Crete Publications. [In Greek: Μανέτας, Γ. (2011). *Τι θα έβλεπε η Αλίκη στη χώρα των φυτών*. Εκδόσεις Πανεπιστημίου Κρήτης.]
- Mplionis, G. (2009). *On the paths of environmental education*. Athens: Kedros. [In Greek: Μπλιώνης, Γ. (2009). *Στα μονοπάτια της περιβαλλοντικής εκπαίδευσης*. Αθήνα: Κέδρος.]
- Botsoglou, K. (2010). *Outdoor play areas and children: quality, safety, pedagogical applications*. Athens: Gutenberg. [In Greek: Μπότσογλου, Κ. (2010). *Υπαίθριοι χώροι παιχνιδιού και παιδί: ποιότητα, ασφάλεια, παιδαγωγικές εφαρμογές*. Αθήνα: Gutenberg.]
- O'Brien, L. (2009). Learning outdoors: the Forest School approach. *Education 3–13, 37*(1), 45-60.
- O'Brien, L., & Murray, R. (2006). *A marvelous opportunity for children to learn. A participatory evaluation of Forest School in England and Wales*. Surrey: Forest Research.

- Papadimitriou, V. (2012). Place based Education. *For Environmental Education, 1*(46). Retrieved from https://www.peekpemagazine.gr/article/education-based-on-the-"place". [In Greek: Παπαδημητρίου, Β. (2012). Εκπαίδευση βασισμένη στον «τόπο». *Για την Περιβαλλοντική Εκπαίδευση, 1*(46). Ανάκτηση από https://www.peekpemagazine.gr/article/εκπαίδευση-βασισμένη-στον-«τόπο».
- Petrou, S. & Korfiatis, K., 2015. School Gardens as Innovative Learning Environments: The Educational Material "School Vegetable Gardens: I Think – Collaborate – Act". *For Environmental Education, 8* (53). [In Greek: Πέτρου, Σ. & Κορφιάτης, Κ., 2015. Οι Σχολικοί Κήποι ως Καινοτόμα Περιβάλλοντα Μάθησης: Το Εκπαιδευτικό Υλικό «Σχολικοί Λαχανόκηποι: Σκέφτομαι – Συνεργάζομαι – Δρω». *Για την Περιβαλλοντική Εκπαίδευση, 8* (53).]
- Plaka, V. & Skanavis, C. (2016). The feasibility of school gardens as an educational approach in Greece: a survey of Greek schools. *International Journal of Innovation and Sustainable Development, 10*(2), 141-159.
- Tamoutseli, K. (2009). *Environmental education and school space*. Thessaloniki: Epikentro Publications. [In Greek: Ταμουτσέλη, Κ. (2009). *Περιβαλλοντική εκπαίδευση και σχολικός χώρος.* Θεσσαλονίκη*:* Εκδόσεις Επίκεντρο.}
- Ravanis, K. (2003). *Activities for kindergarten from the world of physics*. Athens: Dipticho. [In Greek: Ραβάνης, Κ. (2003) *Δραστηριότητες για το νηπιαγωγείο από τον κόσμο της φυσικής*. Αθήνα: Δίπτυχο.]
- Selly, B.P. (2012). *Early childhood activities for a greener earth.* Minnesota: Redleaf Press.
- Shallcross, T., Robinson, J., Pace, P., Wals, A. (2009). *Δημιουργώντας βιώσιμα σχολικά περιβάλλοντα*. Θεσσαλονίκη: Επίκεντρο.
- Tamoutseli, K. (2000). *Outdoor school space: a tool for education and training*. Thessaloniki: Ministry of Education [In Greek: Ταμουτσέλη, Κ. (2000). *Υπαίθριος σχολικός χώρος: εργαλείο αγωγής και εκπαίδευσης*. Θεσσαλονίκη: ΥΠΑΙΘ.]
- Tsantopoulos, G., Petkoy, D., Tampakis, S. & Andrea, V. (2014). Students Perceptions on Greening Urban Schoolyards: The Case of Primary Education in Eastern Thessaloniki, Greece. *Journal of Environmental Protection and Ecology, 15*(1), 293-302.
- Filogaiti, E. (2006). *Education for the environment and sustainability*. Athens: Ellinika Grammata. [In Greek: Φλογαΐτη, Ε. (2006) *Εκπαίδευση για το περιβάλλον και την αειφορία*. Αθήνα: Ελληνικά Γράμματα.]
- Frantzi, A., & Maniati, E. (2015). *Education outside the walls - An educational program of activities in nature*. Athens: Tsotras Publications. [In Greek: Φραντζή, Α., & Μανιάτη, Ε. (2015). *Εκπαίδευση εκτός των τειχών - Ένα εκπαιδευτικό πρόγραμμα δραστηριοτήτων στη φύση.* Αθήνα: Εκδόσεις Τσότρας.]
- Williams-Siegfredsen, J. (2017). *Understanding the Danish Forest School Approach early years education in practice (2nd ed.).* Oxon: Routledge.
- Zelenika, I., Moreau, T., Lane, O., & Zhao, J. (2018). Sustainability education in a botanical garden promotes environmental knowledge, attitudes and willingness to act. *Environmental Education Research, 24*(11), 1581-1596.

Scientific Journals:

- Journal of Biological Education https://www.tandfonline.com/toc/rjbe20/current\
- Environmental Education Research http://www.tandfonline.com/loi/ceer20#.VbixrvnQM-0
- Natural Sciences Education https://acsess.onlinelibrary.wiley.com/journal/21688281
- Journal of Outdoor and Environmental Education https://www.springer.com/journal/42322
- Canadian Journal of Environmental Education http://cjee.lakeheadu.ca/
- For Environmental Education e-περιοδικό, http://www.peekpemagazine.gr/

- The Journal of Environmental Education https://www.tandfonline.com/toc/vjee20/current
- Environmental Education for Sustainability https://ejournals.epublishing.ekt.gr/

10140 - Creative Writing and Language

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**10140**	**SEMESTER**	3rd
COURSE TITLE	Creative Writing and Language		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED389/

LEARNING OUTCOMES

Level 6 (1st Cycle) After successful completion of the course, students will be able to: Understand the linguistic temperament of each text and the peculiarity that characterizes the linguistic form of a text Uderstand the language strategies and techniques that the author invents to invest aesthetically and semantically his thoughts and to convey his message in the best possible and most effective way. Write in each occasion depending on the literary genre of the text Understand the purpose of writing each text and the author's point of view. Understand the style choices in each text and be able to write with similar choices. Be directed to develop their language skills through narrative constructions
General skills
Teamwork, Research new ideas, Search, analysis and synthesis of data and information, using the necessary technologies, Promoting creative and inductive thinking

COURSE CONTENTS

The creativity in writing. Vocabulary, grammar and syntax choices in literature. Idiom and kinds of style. Language and writing of media, TV series, news, advertisements, internet.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	In classroom
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Slide show, video courses, eclass, email

TEACHING ORGANIZATION

Activity	*Semester Work Load (hours)*
Lectures	36
Practice-Writing exercises	24
Preparation for the exams	40
Total Course	**100**

STUDENT EVALUATION

Evaluation language: Greek

Assessment methods (weight % if it is necessary): exams, Writing Exercises

Evaluation criteria (weight % if it is necessary): exams, Writing Exercises

RECOMMENDED BIBLIOGRAPHY

- Vakali, A. (2014) The written speech in primary and secondary education after 1975: essays and Creative Writing, unpublished thesis, Florina (in Greek)
- Queneau, R. (1984). Style Exercises, Ασκήσεις Ύφους. Translation: A. Kiriakidis. Athens: Ypsilon. (in Greek)
- Souliotis, M. (2012). «For talent and inspiration». Keimena 15, September 23, 2012 from: http://keimena.ece.uth.gr/main/index.php?view=article&catid=59%3Atefxos15&id=255%3A15-souliotis &option=com_content&Itemid=95 (in Greek)
- Teberosky, A. (1997). Structural learning of written language. In G.Varnava- Skoura (edit.) The child and the writing. Thessaloniki. AUTH, 27-29. (in Greek)
- Ferreiro, E. (1997). Procedures for the meaning of the written language. Examples from children's from different countries. In G.Varnava- Skoura (edit.) The child and the writing. Thessaloniki. AUTH, 19-20. (in Greek)
- Kotopoulos, T. From reading to literary reading and the playful mood of the Creative Writing, Athens, Ion, 21- 36 (in Greek)
- Kotopoulos, H, Triantafyllos, Vakali P. Anna, Zografou, Maria (2013) The Creative Writing in nursery school, Thessaloniki: Epikentro (in Greek)
- Kotopoulos, H. Triantafyllos, The "legalization" of Creative Writing, Keimena 15, September 2015, http:// keimena. ece.uth. gr/main/index.php? view= article& catid=59%3Atefxos15&id=257%3A15- kotopoulos&option=com_content&Itemid=95 (in Greek)
- Craft, A. (1997). *Identity and creativity: educating for post-modernism?*. Teacher Development: *An International Journal of Teachers' Professional Development,* 1(1), 83-96.
- Forster, E. M. (2000) [1927]. *Aspects of the Novel*. London: Penguin.
- Genette, G. (1980). *Narrative Discourse: An Essay in Method. Ithaca*. N.Y.: Cornell UP.
- Nolan, V. (2004). *Creativity: the antidote to the argument culture*, στο Fryer, M. (ed.), *Creativity and Cultural Diversity*. Leeds: The Creativity Centre Educational Trust, 54 – 51.

- Myers, D. (2006). *The Elephants Teach: Creative Writing Since 1880*. Chicago: University of Chicago Press.
- Morley, D. (2007). *The Cambridge Introduction to Creative Writing*. Cambridge: Cambridge University Press.
- Guilford, J. P. (1950). *Creativity*. *American Psychologist*, 5, 444-454.
- Guilford, J. P. (1967). *Creativity: Yesterday, today and tomorrow*. The Journal of Creative Behavior, 1, 3-14.

(A.T.E.) 1021O – Development of expressive skills through folktales' narration

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	1021E	**SEMESTER**	3o
COURSE TITLE	Development of expressive skills through folktales' narration		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	No
COURSE WEBSITE (URL)	http://eclass.uowm.gr/courses/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students are expected:
- To know and distinguish the concepts of folktale and literary tale, as well as the concepts of reading, narration and dramatization.
- To highlight the characteristics of the art of the folk storyteller and to perceive the evolvement of this art in modern society into the art of the contemporary narrator.
- To have been initiated into reading and storytelling techniques and to have become familiar with them.
- To have studied a sufficient number of folk tales, suitable for narration to an audience of young children.
- To become good readers and narrators in their workplace, i.e. in kindergarten. To this end, in the last few lessons there is a practical application of narration and reading techniques, so that students can enrich their expressive means and exchange ideas, comments, advice.

General skills

Autonomous work and teamwork
Search, analysis and synthesis of data and information using the necessary technologies
Production of new material
Criticism and self-criticism
Respect for diversity and multiculturalism
Promotion of liberal, creative and inductive thinking
Decision-making
Interdisciplinary approach to problems

COURSE CONTENTS

The folk storytellers and their art are historically examined, but mainly we will focus on the art of the folk storyteller as it has been transformed in contemporary society to become the art of the narrator. The contemporary narrator has a different role and status. He is a professional, educated in the field and narrates in various places (schools, hospitals, nursing homes, etc.) and no longer in the restricted environments of rural society. The course focuses on the narrator's social role and fundamental skills, due to the fact that the art of storytelling is conveyed through the voice, the limited movement and the body. Study cases of narrators (Greek and foreigner) are also examined, as well as the organization of festivities and festivals, world conferences, narrators' meetings, etc. The art of storytelling -applicable in the context of kindergarten- is beneficial to the teachers, thus the course focuses on exploring such techniques.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face

<table>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</td><td>Slideshow
E-learning platform
E-mail</td></tr>
<tr><td>TEACHING ORGANIZATION</td><td>
<table>
<tr><th>Activity</th><th>Semester Work Load (hours)</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Bibliographic search and research on the internet</td><td>11</td></tr>
<tr><td>Writing and presenting assignments</td><td>30</td></tr>
<tr><td>Preparation for the exams</td><td>20</td></tr>
<tr><td>Total Course</td><td>100</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION</td><td>Evaluation language:
Greek

Assessment methods:
Written assignements
Written exams</td></tr>
</table>

RECOMMENDED BIBLIOGRAPHY

Anagnostopoulos, V. & Liapis, K. (eds.) (1995). *Folk tale and traditional storytellers in Greece*. Athens: Kastaniotis. [Αναγνωστόπουλος, Β. & Λιάπης, Κ. (επιμ.) (1995). *Λαϊκό παραμύθι και παραμυθάδες στην Ελλάδα.* Αθήνα: Καστανιώτης]
Anagnostopoulos V. (1997). *The art and technique of tales*. Athens: Kastaniotis. [Αναγνωστόπουλος, Β. (1997). *Τέχνη και τεχνική του παραμυθιού.* Αθήνα: Καστανιώτης]
Varvounis, M. (1998). *Narration and narrators in Greek folk tales*. Athens: Kastaniotis. [Βαρβούνης, Μ. (1998). *Αφήγηση και αφηγητές στα ελληνικά παραμύθια.* Αθήνα: Καστανιώτης]
Bettelheim, Br. (1976). *The Uses of Enchantment. The meaning and importance of fairy tales*. Toronto: House of Canada Ltd.
Kaplanoglou, M. (2002). *Folktale and narration in Greece: an old art in a new era. The example of the narrators from the Aegean islands and from the refugee communities of the Greeks of Asia Minor*. Athens: Patakis. [Καπλάνογλου, Μ. (2002). *Παραμύθι και αφήγηση στην Ελλάδα: μια παλιά τέχνη σε μια νέα εποχή. Το παράδειγμα των αφηγητών από τα νησιά του Αιγαίου και από τις προσφυγικές κοινότητες των μικρασιατών Ελλήνων*. Αθήνα: Πατάκης]
Lambrelli, L. (2010). *The fragile and immortal word. Approach to the art of storytelling and the unseen side of magical fairy tales.* Athens: Patakis. [Λαμπρέλλη, Λ. (2010). *Λόγος εύθραυστος κι αθάνατος. Προσέγγιση στην τέχνη της αφήγησης και στην αθέατη πλευρά των μαγικών παραμυθιών*. Αθήνα: Πατάκης]
Ong, W. J. (1982). *Orality and literacy: The technologizing of the word. London.* England and New York: Routledge.
Pelasgos, St. (2008). *The secrets of the storyteller. Apprenticeship in the art of oral literature and storytelling*. Athens: Metaichmio. [Πελασγός, Στ. (2008). *Τα μυστικά του παραμυθά. Μαθητεία στην τέχνη της προφορικής λογοτεχνίας και αφήγησης*. Αθήνα: Μεταίχμιο]
Rodari, G. (1996). *The grammar of fantasy. An introduction to the art of inventing stories*. New York: Teachers & Writers Collaborative.
Tsilimeni, T. (ed.) (2011). *Narration and Education: Introduction to the Art of Narration*. Athens: Epikentro. [Τσιλιμένη, Τ. (2011). *Αφήγηση και εκπαίδευση: εισαγωγή στην τέχνη της αφήγησης*. Αθήνα: Επίκεντρο]
Zipes, J. (1988). *The Brothers Grimm: from enchanted forests to the modern world*. New York and London: Routledge.

- **SCIENTIFIC JOURNALS**:
Keimena, Diadromes, Children's Literature Association Quarterly, Journal of Children's Literature Research, Children's Literature in Education

1306O - Development of Digital Material and Teaching Scenarios with ICT – Digital Storytelling

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1306O**	**SEMESTER**	3rd
COURSE TITLE	Development of Digital Material and Teaching Scenarios with ICT – Digital Storytelling		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**

	3 (+1 Lab)	4
TYPE OF COURSE	Specialization	
PREREQUISITES		
LANGUAGE OF LECTURES AND EXAMINATION	Greek	
COURSE OFFERED TO STUDENTS ERASMUS	YES (in English)	
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED266/	

LEARNING OUTCOMES

Level 6 (1st Cycle)

The course focuses on the use of ICT for the design of interdisciplinary teaching approaches.
Students are taught modern teaching approaches using ICT. They learn how to create their own digital material, either by their own means or by editing existing digital material. In addition, they learn how to integrate digital material into educational scenarios and plan integrated teaching (lesson plans). Furthermore, they focus on the Digital Storytelling teaching methodology.

Upon completion of the course students are able to:
- utilize technological products in their teaching
- plan integrated teaching using technology
- seek / create digital teaching materials
- understand the ways of integrating ICT in teaching
- understand fundamental concepts of digital storytelling and its educational utilization

General skills

- autonomous work
- Teamwork
- production of new material
- adaptation to new situations
- exercise of criticism and self-criticism
- promotion of free, creative and inductive thinking
- decision making
- interdisciplinary approach to problem solving

COURSE CONTENTS

1. Search and Digitize material
2. Copyright and the internet
3. Create and edit image and digital photo

4. Create and edit audio
5. Create and edit videos
6. Teaching planning
7. Digital Storytelling

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face, video-lectures, lab sessions
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	The course is about ICT
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Individual assignments	21
Group assignments	20
Individual Studying	20
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods** (weight % if it is necessary): 1. Oral exam at the end of the semester. 2. Assignments. 3. Oral presentation of assignment. 4. Use of Multiple Bibliography. 5. Lab or practical exercises. 6. Supervision of students during lab or practical exercises. 7. Systematic feedback during the semester. 8. Ensure transparency in the evaluation of student performance: Through the collaborative activities, everyone is aware of others; activity. In addition, they are required to self-assess and peer-assess

	Evaluation criteria (weight % if it is necessary): Performance in the corresponding activities. The weight varies, depending on the combination of activities

RECOMMENDED BIBLIOGRAPHY

- Komis, V. (2006) Introduction to educational applications of ICT. New Technologies publ (in Greek)
- Vasniadou, S. (2006). *Children, schools and computers*. Dardanos-Dardanos (in Greek)
- Depover, C., Karsenti, T., Komis, V. (2010). *Teaching with the use of technology: Promoting learning, skills' development*. Kleidarithmos (in Greek)
- Mikropoulos, T., Bellou, I. (2010). *Teaching scenarios with Computers*. Kleidarithmos (in Greek)
- Roblyer, M. D (2009). *Educational Technology and Teaching*. Parikos (in Greek)
- Dimitriadis S. (2014). *Cognitive Theories and Educational Software*. Tziolas (in Greek)

JOURNALS
- Themes in Science and Technology in Education
- i-teacher
- New Pedagogy

(A.T.E.) 1309O - Thinking through the content of teaching

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1309O**	**SEMESTER**	3rd
COURSE TITLE	Thinking through the content of teaching		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes (in English)
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED467/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

1) define the conceptual framework of teaching thinking according to the principles of 21st century education
2) identify the particular characteristics of the types of thinking that are mainly associated with teaching and learning
3) understand the contribution of Information and Communication Technologies (ICT's) as tools of added value for teaching thinking
4) explore creative ways of integrating the principles of international educational programs into lesson plans concerning the development of thinking in the early childhood classroom

General skills

- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Working in an international environment
- Work in an interdisciplinary environment
- Production of new research ideas
- Project design and management
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Exercise reflection and self-reflection
- Promoting free, creative and inductive thinking

COURSE CONTENTS

1. Teaching thinking in the 21st century education
2. Creativity and Creative Thinking through the educational use of ICT's
3. Critical Thinking
4. Problem Solving through the educational use of ICT's (Multimedia applications)
5. Cultivating lateral thinking through educational technology (De Bono's "Six Thinking Hats")
6. Creating Cultures of Thinking through educational technology
7. Using ICT's to develop a thoughtful culture in classroom
8. "Habits of the Mind"
9. Multiple Types of Intelligence ". The use of ICT's as advocates of understanding

10. "Design Thinking" through ICT's
11. Strategic Thinking through ICT's
12 & 13. Planning learning scenarios for using ICT's to teaching thinking in the early childhood classroom

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Interactive presentation, Case studies, Discussion, Implementation of theoretical knowledge in practice
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Presentation Software, Shared Documents, Padlet
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Group activities	31
Personal Study	30
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods** (weight %): Written examination 60% Successful completion of required assignments 40% **Evaluation criteria** (weight %): student participation during class sessions and with course assignments

RECOMMENDED BIBLIOGRAPHY

- **SCIENTIFIC JOURNALS**:

- Costa, A. L., Kallick, B. (2008). *Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success*. Alexandria,Va: Association for Supervision and Curriculum Development. http://www.ascd.org/Publications/Books/Overview/Learning-and-Leading-with-Habits-of-Mind.aspx
- De Bono, Ed. (1985). *Six Thinking Hats*: The De Bono Group. Available at https://www.debonogroup.com/services/core-programs/six-thinking-hats/
- Dede, C. (2009). *Comparing Frameworks for "21st Century Skills*". Harvard Graduate School of Education. Available at http://www.watertown.k12.ma.us/dept/ed_tech/research/pdf/ChrisDede.pdf
- Eurydice. (2011). *Key data on Learning and Innovation through ICT at School in Europe 2011*. Brussels: European Commission. Available at https://op.europa.eu/en/publication-detail/-/publication/8f864668-0211-4a40-bc14-65bf1a97b6a8

- Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. NY: Basic Books. https://www.academia.edu/36707975/Frames_of_mind_the_theory_of_multiple_inteligences .
- Jonassen, D.H. (2000). Computers as Mindtools for Schools: engaging critical thinking, 2nd Edn. Upper Saddle River: Prentice Hall.
- Kampylis, P. (2010). Fostering Creative Thinking: The Role of Primary Teachers. Academic Dissertation of the Faculty of Information Technology of the University of Jyväskylä, Finland. Available at https://jyx.jyu.fi/bitstream/handle/123456789/24835/Kampylis_Panagiotis_screen.pdf?seque
- Keengwe, J., Onchwari, G., Wachira, P. (2008). The use of computer tools to support meaningful learning. *Association for the Advancement of Computing in Education Journal, 16* (1), 77-92. Available at https://www.researchgate.net/publication/255664048_The_Use_of_Computer_Tools_to_Support_Meaningful_Learning
- National Education Association (NEA). (2010). Preparing 21st Century students for a global society: An educator's guide to the "four Cs". Available at http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf
- Ritchhart, R. (2015). Creating Cultures of Thinking. The 8 Forces We Must Master to Truly Transform Our Schools. San Francisco: Jossey-Bass. Available at http://www.pz.harvard.edu/resources/creating-cultures-of-thinking-the-8-forces-we-must-master-to-truly-transform-our-schools

(A.T.E.) 1312O - Principles of Informatics

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1312O**	**SEMESTER**	3rd
COURSE TITLE	Principles of Informatics		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional
PREREQUISITES	
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes (English)
COURSE WEBSITE (URL)	http://eclass.uowm.gr/courses/

LEARNING OUTCOMES

The aim of the course is: To familiarize students with general-purpose software that is useful for both their student and professional careers.

The trainees will acquire the basic skills in Information and Communication Technologies. They will know the basic technological tools that they will need both during and after their studies. They will reach a common denominator of computer skills, in order to prepare for the rest of the ICT use courses in education.

Students are taught modern teaching approaches with the use of ICT. They learn how to create their own digital material, either by their own means or by editing existing digital material. In addition, they learn how to integrate digital material into educational scenarios and plan integrated teaching (lesson plans).

Emphasis will be given to: modern teaching approaches with the use of ICT, utilizing educational software, the internet and general use software. In addition, they learn how to search for and compose digital material for the creation of didactic objects. Finally, students are taught how to make detailed lesson plans and use online technologies in school everyday life.

Upon completion of the course, students are expected to:

- utilize technological products in their teaching

- plan integrated teaching using technology

- utilize technological products with different teaching approaches (learning theories)

- install and operate educational software

- seek / create digital teaching materials

- understand the ways in which ICT is integrated into teaching

- monitor the development of the respective scientific field

- create teaching scenarios with ICT

- understand the usefulness of the internet in the transfer of information and the production of knowledge

- understand the usefulness of ICT in enhancing students' digital skills

- understand the usefulness of using ICT in enhancing students' interest and developing critical thinking, constructive communication and active learning skills

General skills

- -autonomous work
- - teamwork
- - production of new material
- - adaptation to new situations
- -exercise of criticism and self-criticism
- -promotion of free, creative and inductive thinking
- - decision making

- - interdisciplinary approach to problems

COURSE CONTENTS

1. Basic parts of a computer system
2. Basic concepts of informatics.
3. Introduction to interface and communication environments.
4. Familiarity with Operating Systems.
5. File and folder concepts. Save - Recover - File Types.
6. Management of peripheral devices.
7. Text editing.
8. Spreadsheets.
9. Internet use.
10. Web 2.0 tools
11. Creating presentations
12. Creation and management of websites, blogs, etc.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face, video lessons, tutorial exercises USE OF INFORMATION TECHNOLOGIES AND COMMUNICATIONS The course concerns ICT exclusively TEACHING ORGANIZATION Activity Semester Workload Face-to-face lectures Individual work Laboratory sessions Team work Independent study
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	ICT is used both in teaching and in communicating with students.
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Group activities	31

	Personal Study	30
	Total Course	**100**
STUDENT EVALUATION	Individual or group work and written exams	

RECOMMENDED BIBLIOGRAPHY

GREEK LANGUAGE BIBLIOGRAPHY

- Vassilis Komis, (2004) Introduction to the educational applications of Information and Communication Technologies, PUBLICATIONS OF NEW TECHNOLOGIES ONLY. Ltd.
- Bosniadou Stella, (2006). Children, schools and computers, G. DARDANOS - K. DARDANOS OE
- Raptis, A. & Rapti, A. (2001). Learning and Teaching in the Information Age, Volume A; and Volume B ?. Athens: published by A. Rapti
- FOREIGN LANGUAGE BIBLIOGRAPHY
- Gunther, K., (2003) Literacy in the New Media Age. New York: Routledge.
- Kalantzis, M & Cope, B. (2000) Multiliteracies. The Design of Social Futures. London. Palmer Press.
- Sharp, C. (2004). Developing Young Children's Creativity: What Can We Learn from Research? Readership: Primary, Issue 32.
- Subramaniam, K. (2007). Teachers 'mindsets and the integration of computer technology. British Journal
- of Educational Technology, 38, 1056–1071.
- Wenger, E. (1998). Communities of practice: Learning, meaning, and identity. New York: Cambridge University Press.
- Wenger, E., White, N., & Smith, J. (2009). Digital Habitats. Stewarding technology for communities. Portland USA: CP Square.
- Scientific magazines
- Issues of Science and Technology in Education
- i-teacher
- Modern Education
- New Teacher
- Education and Information Technologies, Springer

16060 - Teaching Biology Concepts – Laboratories and workshops

GENERAL

FACULTY	Humanities and Social Sciences

DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1606O**	**SEMESTER**	3rd
COURSE TITLE	**Teaching Biology Concepts – Laboratories and workshops**		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Elective
PREREQUISITES	None
LANGUAGE OF LECTURES AND EXAMINATION	Greek - English
COURSE OFFERED TO STUDENTS ERASMUS	Yes
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED103/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

1) Familiarize themselves with laboratory work
2) Familiarize themselves with observation methods at the cellular level.
3) Familiarize themselves with the teaching methods appropriate for developing the scientific skill of observation in young children
4) Acquire basic knowledge about the wealth and state of biodiversity worldwide.
5) Critically approach the global debate on the use of Biological Technologies

General skills

- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Work in an interdisciplinary environment
- Production of new research ideas
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Exercise criticism and self-criticism

- Promoting free, creative and inductive thinking

COURSE CONTENTS

- The basic laboratory biological observation techniques I
- Basic laboratory biological observation techniques II (plant cells)
- Basic laboratory biological observation techniques II (animal cells)
- Basic laboratory biological observation techniques III (Microbes)
- Technologically assisted observation in education
- Introduction to molecular and cell biology,
- The theory of evolution, as an interpretive framework of the fundamental characteristics of the biosphere
- The biodiversity of the planet, its organization and its importance,
- Basic biological technologies and modern bioethics issues.
- Planning activities for the observation of the microcosm in the kindergarten

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Labs and workshops
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use presentation software Supporting learning process through the electronic platform e-class Use software for presenting microscope images
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Labs	25
Intermediate individual assignments on topics related to the content and methodology of the course	10
Individual study	40
Final presentation - Feedback	25
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek and English **Assessment methods** (weight %): Small intermediate individual or group tasks (20% of the total score). Final assignment Combination of short essays for experimental teaching and planning of educational activities (80% of the total grade). **Evaluation criteria** (weight %): The evaluation criteria and the grade of each item are included in the topics given to the students and are posted after the completion of the evaluation on the course website

RECOMMENDED BIBLIOGRAPHY

- Laboratory worksheets
- Mayr, E. (2002) *This is Biology. The Science of the Living World*. Harvard University Press

- **SCIENTIFIC JOURNALS**:

- *Journal of Biological Education*
- *American Biology Teacher*

1612O – The experiment in science teaching

GENERAL

FACULTY	HumanitiesandSocialSciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1612O**	**SEMESTER**	A
COURSE TITLE	The experiment in science teaching		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**	
	3	4	
TYPE OF COURSE	Selection Implementation - Skills Development Laboratory course for a limited number of students (20)		
PREREQUISITES	Science Concepts and their Representations		
LANGUAGE OF LECTURES AND EXAMINATION	Greek		
COURSE OFFERED TO STUDENTS ERASMUS			
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

1) Identify the variables of a problem under investigation and be able to apply the Variable Control Strategy satisfactorily
2) Understand the value of experimentation in understanding natural phenomena and developing 21stου century skills
3) Ask questions, formulate hypotheses, test hypotheses and draw conclusions based on arguments in the context of investigating a problem in science

Design and/or carry out experiments involving all children and supervise/guide their execution by others in the context of exploring a wide range of science topics

General skills

- Searching, analysing and interpreting data and information
- Cooperation and teamwork
- Independent work and study
- Critical thinking
- Scientific skills

COURSE CONTENTS

The course is laboratory-based and students work in groups of 4 students investigating issues from the natural world through simple experiments and the use of simple materials. During the investigation they practice managing variables, formulating questions and hypotheses, designing and verifying hypotheses and drawing conclusions based on the results. Student attendance is mandatory.

Indicative topics of the course:

- Variable Control Strategy
- Physical States of Matter and Mixtures
- Sinking - Sailing
- Temperature - Heat
- Magnets and magnetism
- Basic concepts of human biology
- Micro-phainomena

TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>LECTURE METHOD</td><td>Face to Face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</td><td>- PowerPoint presentation during the course
- Modern online quizzes during the course
- Using tools to create augmented material

Students can communicate personally with the lecturer by e-mail.</td></tr>
<tr><td>TEACHING ORGANIZATION</td><td>
<table>
<tr><th>Activity</th><th>Semester Work Load (hours)</th></tr>
<tr><td>Laboratory exercises</td><td>39</td></tr>
<tr><td>Personal research and study</td><td>21</td></tr>
<tr><td>Preparation of group assignments</td><td>20</td></tr>
<tr><td>Individual study</td><td>20</td></tr>
<tr><td>Total course</td><td>100</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION</td><td>Evaluation language: Greek

Assessment methods(weight %if it is necessary):
1. Participation (30%)

2. Worksheets (30%)

3. Group Assignments (2 projects, (15%+25%)</td></tr>
</table>

RECOMMENDED BIBLIOGRAPHY

Kallery, M., (2016) Concepts and Phenomena from the Natural World for Young Children, Ostracon Publications: Thessaloniki

Zogza, V. (2007) Biological knowledge in childhood. Athens: Metamihmio

Driver, R., Squires, A., Rushworth, P. & Wood-Robinson, V. (1998) Building Concepts in Science. Athens Typophyto

Hewitt, P. (2004) The concepts of physics. Heraklion: University Publications of Crete.

Kariotoglou, P. (2006) Pedagogical Content Knowledge in Science: Three case studies Thessaloniki.

Ravanis, K. (1999) Science in pre-school education. Athens Typothyto

-Relevant scientific journals:

International Journal of Early-Years Science Education: https://www.tandfonline.com/toc/ciey20/current

International Journal of Science Education: https://www.tandfonline.com/toc/tsed20/current

Education Sciences (open access): https://www.mdpi.com/journal/education

Frontiers in education (open access): https://www.frontiersin.org/journals/education

4th SEMESTER

COMPULSORY COURSES

0704C - Intercultural Education and Pedagogy

GENERAL

FACULTY	Humanities and Social Sciences

DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0704C**	**SEMESTER**	4th
COURSE TITLE	INTERCULTURAL EDUCATION AND PEDAGOGY		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	General background
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes (in English)
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED483/

LEARNING OUTCOMES

Level 6 (1st Cycle)

Students are expected to have developed a range of knowledge, skills and abilities that could be summarized as follows:
- To have acquired basic theoretical knowledge in the broad field of Intercultural Education (Intercultural Education) and to understand the similarities and differences with related or similar fields (eg Multicultural Education, Anti-Racist Education, Anti-Sexist Education).
- To have acquired knowledge about the application of DE in multicultural school classrooms in Greece and other countries.
- To have understood the dynamics of the classroom in an intercultural perspective of interaction, communication and equal opportunities for all students.
- To be able to understand heterogeneity at the classroom level in a way that promotes interaction and communication between all students.
- To be able to identify concepts such as active citizenship, equal and dignified living, equal opportunities in education.

General skills

In the course, students are asked to search for information from the literature and the internet about AD and through dialogue to exchange views and deepen their way of thinking, regarding the practical application of AD in modern multicultural classrooms.
The aim is to develop personal sensitivity, to remove any prejudices and stereotypes towards the different and to cultivate high expectations for all students, regardless of their personal, cultural and social differences.
Familiarity with the educational and language policies pursued in other foreign countries for immigrant students is a useful resource and knowledge of the alternatives available at the level of education.

COURSE CONTENTS

The course includes the following main topics:

Intercultural (DE): theoretical beginnings and concepts.
Intercultural (DE), Anti-Racist, Multicultural Education (IP), Anti-Sexist Education: similarities and differences.
Interdisciplinary / interdisciplinary approaches to EP (Human Rights Education, Social Psychology, Social Anthropology, Comparative Education).
Differentiated Pedagogy.
Racism, xenophobia, stereotypes, prejudices and discrimination in education.
Presentation of educational policies, with emphasis on language policies, for immigrant students.
Educational policies for DE in Greece and abroad.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Collaboration between the members of the groups with the teacher	16
Presentations of works-discussion	20
Independent study	10
Writing essay	15
Total Course	***100***

STUDENT EVALUATION

Evaluation language: Greek and/or English

Assessment methods (weight % if it is necessary):

Evaluation criteria (weight % if it is necessary):

For the evaluation of students, the following are taken into account:
1. Their consequence on the obligations of the course.
2. Written individual / group work.
3. Presentation of the work.

	4. Written examination.

RECOMMENDED BIBLIOGRAPHY

- Banks, J. (2012). *Diversity and Citizenship Education*. Athens: Pedio (in Greek).
- Valianti, St., Neofytou, L. (2017). *Differentiated Teaching.* Athens: Pedio (in Greek).
- Govaris, Ch. (2013). *Teaching and Learning in Intercultural School*. Athens: Gutenberg (in Greek).
- Cummins, J. (2002). *Identities under Negotiation.* Athens: Gutenberg (in Greek).
- Zachos, D. (2014). *Current issues of Intercultural Education.* Thessaloniki: Ant. Stamoulis (in Greek).
- Nikolaou, G. (2005). *Intercultural Didactic.* Athens: Pedio (in Greek).
- Nikolaou, G. (2011*). Integration and education of foreign students in primary school.* Athens: Pedio (in Greek).
- Panteliadou, S. and Filippatou, D. (eds.) (2013). *Differentiated Teaching. Theoretical approaches and educational practices.* Athens: Pedio (in Greek).
- Palaiologou, N. and Evaggelou, O. (2011). *Intercultural Pedagogy.* Athens: Pedio (in Greek).
- Palaiologou, N. and Evaggelou, O. (2011). *Second generation immigrant students in the Greek education system: integration and school performance*. Athens: Pedio (in Greek).
- Pliogou, V., Karakatsani, D. (eds.) (2020). *Current trends of Pedagogical theory and practice. Democracy, Citizenship and Diversity.* Athens: Gutenberg (in Greek).
- Palaiologou, N. (ed.) (2014). *Intercultural Education. Conceptual and empirical challenges*. London: Routledge.
- Stergiou, L., Simopoulos, G. (2019). *After the container. Intercultural glance on the education of refugees.* Athens: Gutenberg (in Greek).
- Tomlinson, C. A. (2010). *Diversifying work in the classroom* (trans. Ch. Theofylidis, D. Martidou-Forsie). Athens: Grigoris (in Greek).

1305C – Informatics and ICTs in Education

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1305C**	**SEMESTER**	4th
COURSE TITLE	Informatics and ICTs in Education		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3 (+1 Lab)	4
TYPE OF COURSE	Compulsory, Scientific Field, Core	
PREREQUISITES		

LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	YES (in English)
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED265/

LEARNING OUTCOMES

Level 6 (1st Cycle)

The course focuses on the educational utilization of Informatics and ICT in general.
Students are taught modern teaching approaches using ICT, utilizing educational software, the internet and general purpose software. In addition, they learn how to search for and compose digital material for the creation of didactic objects. Finally, they are taught how to make detailed lesson plans and use online technologies in everyday school life.

After successful completion of the course, students will be able to:

1. utilize technology in their teaching
2. design full lesson plans using technology
3. utilize technology with various didactic approaches (learning theories)
4. install, utilize and evaluate educational software
5. seek/create digital teaching materials
6. understand the ways of integrating ICT in teaching
7. monitor the development of the corresponding scientific field
8. design websites, blogs, wikis and other similar services
9. understand the usefulness of the internet in the extroversion of a school unit
10. utilize technology to carry out administrative tasks in the school environment

General skills

- autonomous work
- Teamwork
- production of new material
- adaptation to new situations
- exercise of criticism and self-criticism
- promotion of free, creative and inductive thinking
- decision making
- interdisciplinary approach to problem solving

COURSE CONTENTS

1. Basic concepts of Informatics
2. Models of ICT integration in Education
3. Internet and Web 2.0 technologies
4. Website design
5. Blog design
6. Educational portals
7. Educational software
8. Searching and editing digital material
9. ICT as a tool for the teacher
10. Design of teaching interventions with ICT

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face, video-lectures, lab sessions
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	The course is about ICT
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Individual assignments	13
Lab sessions	13
Group assignments	13
Individual Studying	22
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods** (weight % if it is necessary): 1. Written exam at the end of the semester. 2. Assignments. 3. Oral presentation of assignment. 4. Use of Multiple Bibliography. 5. Lab or practical exercises.

	6. Supervision of students during lab or practical exercises. 7. Systematic feedback during the semester. 8. Ensure transparency in the evaluation of student performance: Through the collaborative activities, everyone is aware of others; activity. In addition, they are required to self-assess and peer-assess **Evaluation criteria** (weight % if it is necessary): Performance in the corresponding activities. The weight varies, depending on the combination of activities

RECOMMENDED BIBLIOGRAPHY

- Komis, V. (2004). *Introduction to educational applications of ICTs*. New Technologies publ. (in Greek)
- Vosniadou, S. (2006). *Children, schools and computers*. Dardanos-Dardanos (in Greek)
- Depover, C., Karsenti, T., Komis, V. (2010). *Teaching with the use of technology: Promoting learning, skills' development*. Kleidarithmos (in Greek)
- Mikropoulos, T., Bellou, I. (2010). *Teaching scenarios with Computers*. Kleidarithmos (in Greek)
- Roblyer, M. D (2009). *Educational Technology and Teaching*. Parikos (in Greek)
- Dimitriadis S. (2014). *Cognitive Theories and Educational Software*. Tziolas (in Greek)

1502C - Education for the Environment and the Sustainability

GENERAL

FACULTY	Social Sciences and Humanities		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1502C**	**SEMESTER**	4th
COURSE TITLE	**Education for the Environment and the Sustainability**		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	**4**
TYPE OF COURSE	Compulsory/Introductory	
PREREQUISITES	None	

LANGUAGE OF LECTURES AND EXAMINATION	Greek and English
COURSE OFFERED TO STUDENTS ERASMUS	Yes (in English)
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED124/

LEARNING OUTCOMES

The aim of the course is to approach environmental problems by highlighting their ecological, social, economic, and political dimensions, as well as to familiarize students with methodological approaches suitable for Environmental Education/Education for Sustainability as well as Pre-school Education.
After successful completion of the course, students will be able to:

- enrich their individual knowledge and raise their awareness of issues related to the environmental and social crisis and the contribution of education to reverse them.
- become familiar with the basic knowledge and necessary skills to plan and put into practice projects for the environment and the sustainability as well as environmental activities integrated in the other subjects of the curriculum.

General skills

- Respect for the natural environment
- Critical thinking
- Promoting free, creative and inductive thinking
- Teamwork
- Respect for diversity and multiculturalism

COURSE CONTENTS

1. The content of the term Environmental Education (EE),
2. The goals, the philosophy and the historical course and evolution of EE
3. Sustainability and Sustainable Development
4. Education for Environment and Sustainability (EES)
5. The conceptual framework and the content of the EES
6. Environmental Limits (the concept of ecological, energy and water footprint)
7. EES and preschool age
8. EES in the Greek educational system
9. EES project design
10. Pedagogical methods and techniques for EES.
11. Evaluation in EES

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face

<table>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</td><td>Use of presentation software
Support of learning process through UoWM electronic platform (e-class)</td></tr>
<tr><td>TEACHING ORGANIZATION</td><td>
<table>
<tr><th>Activity</th><th>Semester Work Load (hours)</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Field work - Study visits</td><td>10</td></tr>
<tr><td>Preparation for educational activities, field activities, and visits,</td><td>11</td></tr>
<tr><td>Preparation for in class works</td><td>10</td></tr>
<tr><td>Preparation for the final assessment</td><td>30</td></tr>
<tr><td>Total Course</td><td>100</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION</td><td>Evaluation language: Greek - English

Assessment methods (weight %):
• Participation in lectures and in class tests: 20%
• Written final exam (80% of the total score), includes:
1) Theory issues
2) Comparative critical analysis of theory issues
3) Design of a PSC program for preschool children - implementation of the basic pedagogical options of PSC

Evaluation criteria (weight %):
The evaluation criteria and the grade of each group of items are included in the exams sheet given to the students and are posted after the exams on the course website (eclass)</td></tr>
</table>

RECOMMENDED BIBLIOGRAPHY

- Palmer, J. (1998) *Environmental Education in the 21st Century: Theory, Practice, Progress and Promise*. London: Routledge
- Palmer, J. and Neal, P. (1994) *The handbook of environmental education.* London and New York: Routledge.
- Nikolopoulou, A., Abraham, T. and Mirbagheri F. (2010) *Education for Sustainable Development. Challenges, Strategies, and Practices in a Globalizing World.* Thousand Oaks, California, US and London: Sage
- Jucker, R. and Mathar, R. (2015). *Schooling for Sustainable Development in Europe.* Heidelberg, New York, Dordrecht, London: Springer

- UNESCO (2017). *Education for Sustainable Development Goals Learning Objectives*. Paris: UNESCO Education Sector- The Global Education 2030 Agenda.
- ESD Expert Net (2018). *Teaching the sustainable development goals.* Koln*:* Engagement Global gGmbH
- Leicht, A., Heiss, J. & Byun, W. J. (2018). *Issues and trends in Education for Sustainable Development.* Paris: UNESCO.
- Jigling, B. & Sterling, S. (2017). *Post-Sustainability and Environmental Education - Remaking Education for the Future.* Cham, Switzerland: Palgrave Macmillan
- Hadjichambis, A. Ch., Reis, P., Paraskeva-Hadjichambi, D., Činčera, J., Boeve-de Pauw, J., Gericke, N., & Knippels, M.C. (2020). *Conceptualizing Environmental Citizenship for 21st Century Education*. Cham, Switzerland: Springer.

- **SCIENTIFIC JOURNALS**:

- Environmental Education Research (http://www.tandfonline.com/loi/ceer20#.VbixrvnQM-0)
- The Journal of Environmental Education (http://www.tandfonline.com/loi/vjee20#.VbiyI_nQM-1)
- Canadian Journal of Environmental Education (CJEE) (http://cjee.lakeheadu.ca/)
- International Journal of Sustainability in Higher Education (https://www.emerald.com/insight/publication/issn/1467-6370)
- Sustainability (https://www.mdpi.com/journal/sustainability)

1907C - Theater Education

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1907 C**	**SEMESTER**	4th
COURSE TITLE	Theater Education		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**

TYPE OF COURSE	Practical
PREREQUISITES	None
LANGUAGE OF LECTURES AND EXAMINATION	Greek (French and English)
COURSE OFFERED TO STUDENTS ERASMUS	Yes

COURSE WEBSITE (URL)	http://eclass.uowm.gr/

LEARNING OUTCOMES

Level 6 (1st Cycle)

Students of this course at the end of the semester will have a proven knowledge and understanding of topics in theatrical education issues. These will be based on their general post-secondary education and will be supported by high quality scientific books. Their knowledge will also include theories that stem from modern developments in this field. They will be able to manipulate the knowledge they have acquired with an approach that will prove a relevant professional approach to the subject of Pre-School Teacher or, in general, their profession. Students will also have skills that will be proven by developing and supporting arguments and problems solving within their cognitive pedagogical field. They will have the ability to gather and interpret relevant elements of the general Pedagogical Science to make judgments and reflections on relevant artistic, social, scientific or ethical issues. They will also be able to convey views, ideas, information, questions and solutions to both specialized and non-specialized audiences. Finally, they will be able to develop those knowledge acquisition skills, exactly what they need to continue in postgraduate or other studies without the help of previous teachers or related textbooks

General skills

COURSE CONTENTS

In this course - and according to its title - the pupils and students are led to the Theater, that is, they are taught basic knowledge of Theater in order to know and become, gradually (and not necessarily) the regular theatergoers of tomorrow. This technique does not include classical teaching, but special theater exercises, educational and extremely useful in a Kindergarten environment, which can be performed very easily by both students (who usually do not have much experience in theater) and young children. Some of these exercises, for example, are the Mirror, the Non-Conflicting, the Living Museum, the Variations in a Basic Motion, the Variations in a Basic Emotion. This course also includes reading, preparing and presenting passages by students with the help of their teacher, both in the classroom and in public places, inside and outside the University.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Lectures
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Zoom techniques – Power Point projections – Video projections

TEACHING ORGANIZATION	***Activity***	***Semester Work Load (hours)***
	Lectures	39
	Students' presentations	61
	Total Course	**100**
STUDENT EVALUATION	1. Exam written at the end of the semester. 2. Oral examination at the end of the semester. 3. Progress. 4. Home work. 5. Oral presentation of work. 6. Use of Multiple Bibliography. 7. Laboratory or practical exercises. 8. Supervision of students during the execution of laboratory or practical exercises. 9. Students receive systematic comments in the middle of the semester. 10. Ensure transparency in the evaluation of student performance Evaluation language: Greek or/and French-English	

RECOMMENDED BIBLIOGRAPHY

- **SCIENTIFIC BOOKS**:

- Gargalianos, S (2020). *Theater Education*. Thessaloniki: Afoi Kyriakidi (in Greek)
- Gargalianos, S (2020). *Dramatization*. Thessaloniki: Afoi Kyriakidi (in Greek)
- Gargalianos, S (2020). *Theater Game.* Thessaloniki: Afoi Kyriakidi (in Greek)
- Quentin, G. (2004). *Enseigner avec aisance grace au theatre*. Lyon: Chronique Sociale
- Heril, A. Megrier, D. (2001). *Etrainement a l'improvisation theatrale*. Paris: Retz
- Legrand, M. (2004). *Sortir au theatre a l'ecole primaire*. Paris: Hachette.
- Mayesky, M. (2012). *Creative Activities for Young Children*. Wadsworth: Cengage Learning.
- Megrier, D. (2004). *100 jeux de theatre a l'ecole maternelle*. Paris: Retz
- Sotiropoulou-Zormpala, M. (2020). *Integrating Arts in Education*. Athens: Pedio (in Greek)

2213C - Teaching Practice: Early Childhood Curricula, Observation, Reflection

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**2213C**	**SEMESTER**	4th
COURSE TITLE	Teaching Practice: Early Childhood Curricula, Observation, Reflection		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	6	8

TYPE OF COURSE	Compulsory
PREREQUISITES	Pre-school pedagogy
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	No
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED177/

LEARNING OUTCOMES

After successful completion of the course, students will be able to:

1) use the method of observation as a tool for collecting data in order to explore and understand the educational process in ECE,
2) understand the classroom context
3) detect the relations between educational practices and theoretical assumptions about learning and teaching,
4) make action plans according to the interpretations of their observation
5) reflect on the development of the educational process and their role as future teachers.

General skills

After successful completion of the course students will have acquired the skills to:

- collect, analyse and process data,
- collaborate to work as a team
- adapt to new situations and make decisions,
- design projects,
- exercise creative criticism, and ask self-reflective questions,
- demonstrate social, professional and moral responsibility.

COURSE CONTENTS

The course provides students with opportunities to become familiar with the observation and documentation process as a central element in ECE which allows them to better explore and understand the classroom context. Students are trained to develop observational skills in order to plan, act, and design meaningful

activities that encourage children's development as a whole. Students make field observations in kindergartens and collect data. They are trained to analyze and interpret the collected data in the light of theoretical assumptions about learning and teaching. In particular, they are trained to detect the relations between educational practices and pedagogical theory. They will be also given the opportunities to reflect on the development of the educational process and their role as future teachers.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Class, Presentations, Cooperative group learning activities
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Videos, e-class discussions
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Workshops exercises	39
Collaborative meetings	40
Individual study and research	15
Field observation in Kindergartens	27
Preparation for essays	10
Preparation for written exams	30
Total Course	**200 hours**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods**: individual and/or group essays (30%), written exams (70%) **Evaluation criteria**: effective response to the course requirements, efficiency in observation recording and interpretation as well as design of practice.

RECOMMENDED BIBLIOGRAPHY

- Androusou, A. & Avgitidou, S. (Eds.) (2013). *Teaching practice in initial teacher education: Research Approaches, Network of Teaching Practice*. Athens: Department of Early Childhood Education, National and Kapodistrian University of Athens. [In Greek]
- Avgitidou, S. & Sidiropoulou, Ch. (2020). Deconstructing and restructuring the future teachers' beliefs: An intervention in a teaching practice programme. *Hellenic Journal of Research in Education, 9*(1), 77-91. [In Greek] doi:https://doi.org/10.12681/hjre.23311
- Avgitidou, S., Tzekaki, M., & Tsafos, V. (Eds.) (2016). *Preservice teachers observe, intervene, and reflect.* Athens: Gutenberg. [In Greek]
- Germanos, D. (2018). Creating children's space at school: the approach from the user's side and the pedagogical design of the space. *Spaces for children or children's spaces? , 1*, 40-59. [In Greek]
- Katsarou, E. (2016). *Educational Action-research. Athens: Kritiki* . [In Greek]

- Mclachlan, C (2003). *Shaping Early Childhood: Learners, Curriculum and Contexts*. Maidenhead: Open University Press.
- Mclachlan, C., Fleer, M., & Edwards, S. (2018). *Early childhood curriculum: Planning, assessment, and implementation*. *(2nd ed.).* Cambridge University Press.
- Dolioppoulou, E. (2003). *Modern educational programs for preschool children*. Athens: Typothyto- G. Dardanos. [In Greek]
- Tsigra, M. (2014). *Constructing everyday reality in Kindergarten: Procedures and practices.* Athens: Lexitypon. [In Greek]

-**SCIENTIFIC JOURNALS**:

- *Investigating the child's world*, OMEP Greece, https://ejournals.epublishing.ekt.gr/index.php/omep/index
- *Hellenic Journal of Research in Education* Democritus University of Thrace, https://ejournals.epublishing.ekt.gr/index.php/hjre/article/view/23311/20478
- *Action Researcher in Education*, http://www.actionresearch.gr/el/node/13
- *International Journal of Early Childhood*, https://www.springer.com/journal/13158
- *European Early Childhood Education Research Journal (EECER),* https://www.eecera.org/journal/

OPTIONAL COURSES

0207O – Historical Pedagogical Anthropology

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0207O**	**SEMESTER**	4th
COURSE TITLE	Historical Pedagogical Anthropology		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes
COURSE WEBSITE (URL)	http://eclass.uowm.gr/courses/NURED123/index.php

LEARNING OUTCOMES

After successful completion of the course, students will be able to:
- know the most important periods in the history of pedagogical ideas in Europe and the pedagogues,
- know the historical, social and economic causes which leads to the development of pedagogical ideas, to understand and analyzed these ideas in their context,
- understand the influences of the pedagogical movements in the foundation and development of the pedagogical ideas in Greece,
- know the most important periods in the development of the Greek educational system from their foundation um today,
- recognize and to explain the different perceptions of the goal and function of educational systems,
- approach the basic pedagogical ideas in a critical ideological, political and socioeconomic context,

General skills

After successful completion of the course students will have acquired to analyze educational processes,

How work together in group and in a interdisciplinary way, to design, implement and evaluate processes, to exercise creative criticism.

COURSE CONTENTS

The “anthropological turn” in the human sciences influenced the first models in Pedagogical Anthropology following a normative approach by the hermeneutic of humanity. But the result was that the pedagogical thought came to a standstill. In modernity pedagogy faces new perspectives within a new Anthropology of Education. Educational Anthropology aims not on a universal approach of humanity but moreover to investigate individuals in their particular historic, social and cultural context. Anthropological knowledge is produced in various discourses, which contribute to the shaping of pedagogical perceptions, situations, structures and ideas by showing the hierarchical structures of society, science and education. To this purpose is necessary the evaluation of the existing knowledge or even the production of a new one. Anthropology of Education focuses its research on three major topics, which likewise show the methodological approach:
1) the capability of transformation of humanity and the importance of imagination and language for the planning and forming of education,
2) the importance of mimetic and ritual procedures and
3) the role of violence, the “Other” and the globalisation of education.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Class lectures, oral presentations, written essay
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Yes

TEACHING ORGANIZATION	***Activity***	***Semester Work Load (hours)***
	Lectures - Presentations	39
	Teaching design Workshops	40
	Individual research and study	21
	Total Course	**100 hours**
STUDENT EVALUATION	**Evaluation language**: Greek **Assessment method:** Oral presentation and written essay	

RECOMMENDED BIBLIOGRAPHY

- Jan Amos Comenius (2000[9]). Grosse Didaktik. (Hrsg. von A. Flitner). Stuttgart.
- (1992). Orbis Sensualium Pictus. Zürich.
- (2001). Pampaidia. Allererziehung. (Hrsg. und Übersetzt von Klaus Schaller). Sankt Augustin.
- Gadamer, H.-G./ Vogler, P. (Hrsg.) (1972/1974): Neue Anthropologie, 7 Bde. Stuttgart.
- Galtung, J. (1997): Gewalt, in: Wulf, C.: Vom Menschen. Handbuch Historische Anthropologie, S. 913-919.
- Gehlen, A. (1978): Der Mensch. Seine Natur und seine Stellung in der Welt. Wiesbaden.
- Geertz, C. (1973): The Interpretation of Cultures. NY.
- Girard, R. (1972): La violance et le sacré. Paris.
- Habermas, J. (1988): Der philosophische Diskurs der Moderne. Zwölf Vorlesungen. Frankfurt/M.
- Hamann, B. ([2]1993): Pädagogische Anthropologie. Theorien – Modelle – Strukturen. Eine Einführung. Bad Heilbrunn.
- Kuhn, T.S. (1970): The structure of Scientific Revolutions. Chicago.
- Lenzen, D. (1994): Bildung und Erziehung für Europa? Zeitschrift für Pädagogik, 32, Beiheft. Weinheim/Basel, S. 3-48.
- Lyotard, J.-F. (1979): La condition Postmoderne. Paris.
- Levi-Strauss, C. (1992): Strukturale Anthropologie. Frankfurt/M.
- Moren, Edgar (1999): Les sept savoirs nècessaires à l' éducation
- Nohl, H. (1929): Pädagogische Menschenkunde, in: Nohl, H./ Pallat, L. (Hrsg.): Handbuch der Pädagogik, Bd.2. Langensalza, S. 51-75.
- Oelkers, J. (1992): Vollendung. Theologische Spuren im pädagogischen Denken, in: Luhmann, N./ Schorr, K.E. (Hrsg.): Zwischen Anfang und Ende. Fragen an die Pädagogik. Frankfurt/M.
- Plessner, H. (1928): Die Stufen des Organischen und der Mensch. Berlin.
- Scheler, M. (1929): Die Stellung des Menschen im Kosmos. Bonn.
- Scheuerl, H. (1982): Pädagogische Anthropologie. Kohlhammer.
- Wimmer, M. (1988): Der Andere und die Sprache. Berlin.
- Wulf, Ch (Hrsg.) (1996): Das Anthropologische Denken in der Erziehung 1750-1850. Weinheim.
- (2001): Anthropologie der Erziehung. Weinheim und Basel.
- (Hrsg.) (1994): Einführung in die pädagogische Anthropologie. Weinheim und Basel

- (2003): Die Wiederkehr des Körpers und das Schwinden der Sinne, στο: Wulf, Ch./ Kamper, D. (Hrsg): Logik und Leidenschaft. Erträge Historischer Anthropologie. Berlin.
- (2002): The Other as Reference Point in European Education, in: Jan Karel Koppen/ Ingrid Lunt/ Christoph Wulf (eds.). Education in Europe. Cultures, Values, Institutions in Transition, pp. 19-39. Münster/New York/ München/ Berlin.
- Christoph Wulf, επιστ. επιμ.: Μιχάλης Κοντοπόδης: Ανθρωπολογία, ΕΚΔΟΣΕΙΣ ΠΕΔΙΟ Α.Ε. 2018.
- Τζάρτζας, Γ. (2018). Jan Amos Comenius: οι Απαρχές της Σύγχρονης Παιδαγωγικής. Ο άνθρωπος ως «animal educandum et educabilis». Αθήνα*:* Εκδόσεις Άνθρωπος.
- Τζάρτζας, Γ. 2004). Νέες Προοτπικές στην Παιδαγωγική Ανθρωπολογία, στο: *Πρακτικά του 3ου Διεθνούς Συνεδρίου, Ιστορία της Εκπαίδευσης,* Πάτρα.
- (2017). Η Σημασία της Ανθρωπιστικής Γνώσης στις Επιστήμες της Αγωγής, στο: Athens Institute of Liberal Arts (A.I.L.A.). http://www.aila.org.gr/georgios-tzartzas.

0404O –Educational Psychology & Elements of Developmental Psychology

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0404O**	**SEMESTER**	4th
COURSE TITLE	Educational Psychology & Elements of Developmental Psychology		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes (English Language)
COURSE WEBSITE (URL)	https://eclass.uowm.gr

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

Students are expected to understand basic concepts of educational psychology and the development of the individual with an emphasis on childhood. Students are also expected to acquire skills in bibliography search, information synthesis and application of knowledge in the kindergarten environment. It is expected that students are able to utilize synthetically and critically the relevant literature and to develop activities that contribute to children's excellent development.

General skills

- Adaptation to new situations
- Collect, analyse and process data
- Decision making
- Autonomous work
- Teamwork
- Working in an international environment
- Work in an interdisciplinary environment
- Production of new research ideas
- Project design and management
- Respect for diversity and multiculturalism
- Exercise reflection and self-reflection
- Promoting free, creative and inductive thinking

COURSE CONTENTS

Part A: Definition, object and research methods of educational psychology. Intelligence. Intelligence and creativity. Intelligence and cognitive development. Learning theories. The classroom as a system: Relationships, roles, emotions and behavior. The importance of school in self-concept.

Part B: Definition, object and research methods of developmental psychology. Classical and modern theories of individual development. Heredity and Environment. Perceptual-motor development. Cognitive development. Thinking in infancy. References to social development. The importance of school in child development.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Lecturing, and, in the most, active teaching methods, such as discussion, question-answer and working in groups.

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Presentation Software, Shared Documents via eclass. Emails
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Individual essay /oral presentation	10
Team research assignment: performing and writing	18
Analyzing case study in groups	8
Personal/individual study	15
Study and discussion of literature/papers	10
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods** (weight %): Successful completion of required assignments (100%) **Evaluation criteria** (weight %): Final written exams, personal/ individual assignment (oral presentation and written) during class sessions, team research: design and performance of research.

RECOMMENDED BIBLIOGRAPHY

- Elliott, S. N., Kratochwill, T. R., Cook, J. L., &Travers J. F. (Μετάφραση: Μ. Σολμάν, Φ.Καλύβα, Επιμέλεια: Α. Λεονταρή, Ε. Συγκολλίτου) (2008). *Εκπαιδευτική Ψυχολογία: Αποτελεσματική Διδασκαλία, Αποτελεσματική Μάθηση*. Αθήνα: Gutenberg.
- Cole, M. &Cole, S. R. (2002). *Η ανάπτυξη των παιδιών. Η αρχή της ζωής: Εγκυμοσύνη, τοκετός, βρεφική ηλικία*. Τόμ. 1. 2η έκδ. Αθήνα: Δαρδανός.
- Cole, M. &Cole, S. R. (2002). *Η ανάπτυξη των παιδιών. Γνωστική και ψυχοκοινωνική ανάπτυξη κατά τη νηπιακή και μέση παιδική ηλικία*. Τόμ. 2. 2η έκδ. Αθήνα: Δαρδανός.
- McCartney, K. & Phillips, D. (2005). *Handbook of early childhood development*. Oxford: Blackwell.
- Siegler, R., S. (1998). *Children's thinking*. N.Y: Prentice- Hall, Inc. (2005). Πώς σκέφτονται τα παιδιά (Μετάφραση: Ζ. Κουλεντιανού, Επιμέλεια: Σ. Βοσνιάδου). Αθήνα: Gutenberg.

- **SCIENTIFIC JOURNALS**:

- Ψυχολογία, Educational Psychology, Developmental Psychology

10110 – Greek Literature I

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**10110**	**SEMESTER**	4th
COURSE TITLE	**Greek Literature I**		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	3
TYPE OF COURSE	Specialty	
PREREQUISITES	No	
LANGUAGE OF LECTURES AND EXAMINATION	Greek	
COURSE OFFERED TO STUDENTS ERASMUS	No	
COURSE WEBSITE (URL)	http://eclass.uowm.gr/courses/NURED193/	

LEARNING OUTCOMES

The students will become familiar with Greek poetry and will conceive its different operation and peculiarity (sound, voice, words' material effect return and oral attributions). They will realize the close bonds of education and Literature. They might connect the constant contact and communication between the children's poetry and the poetry for adults through the approach of the more important poets of the '30's generation. They will also practice in reading and reciting poems. They will learn the way an appropriate scientific and creative workshop environment of creative writing is set up. They will appreciate in a different way the role of active participation in reading literature and they will become better readers on a personal level. Finally, they will experiment with the creation of their own literary and not only texts.
General skills

COURSE CONTENTS

Undermining the terms “Literature” and “Poetry”. What doesn’t be poetry. Poetry and linguistic teaching - the catalytic influence of school ideology in the Literature. "Children's poetry" or "poetry for children and adolescent". Modern poetic models' general characteristics. Poems for adults and children – '30's generation: Od. Elytis, G. Seferis, G. Ritsos. The reader of poetry. Reading, memorisation, teaching

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Class
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Specialized software for finding and managing contemporary Greek literature texts. Support of the learning process through the electronic platform e-class
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Workshop-Lectures	36
Workshop exercises	10
Preparation for individual and group assignments	10
Individual research and study (finding relative literature, research on the Internet)	24
Preparation for the exams	20
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: **Assessment methods** (weight %): individual and group tasks to be carried out during the six months period **Evaluation criteria** (weight %): I. Written final exam (80%) which includes: - Multiple choice questions - Development questions (critical positioning) - Comparative evaluation of theory elements II. Teamwork and individual work (20%)

RECOMMENDED BIBLIOGRAPHY

- Souliotis, M. (1995), *Alphabet book for poetry*. Thessaloniki, Dedousi (in Greek).

- Kapsomenos, Eratosthenis, G. (1990), *Folk Song. A different approach*. Athens: Arsenidis Publications (in Greek).
- Politis Alexis (2010), *The folk song*. Heraklion: University Publications of Crete (in Greek).

- Kotopoulos H. Triantafyllos & Pechlivani Aggeliki (2020), *Mimis Souliotis the poet of words and moments.* Athens: Gutenberg (in Greek).

- **SCIENTIFIC JOURNALS**:
- *Nea Estia*
- *Madragoras*
- *Entefktirio*
- *Coralli*
- *Poetics*

(A.T.E.) 1023O – Fairy tale and its illustration

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1023O**	**SEMESTER**	4ο
COURSE TITLE	Fairy tale and its illustration		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4
TYPE OF COURSE	Optional	
PREREQUISITES	No	
LANGUAGE OF LECTURES AND EXAMINATION	Greek	
COURSE OFFERED TO STUDENTS ERASMUS	No	
COURSE WEBSITE (URL)	http://eclass.uowm.gr/courses/	

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students are expected:
-To perceive the art of illustration as a key element of contemporary fairy tales.
-To understand the significant function of pictures in the fairy tale: characteristics, conventions, concept of modality (verbal and visual).
-To know the dominant trends in contemporary illustrations of fairy tales.
-To understand the ways that illustrated fairy tales contribute to the aesthetic cultivation and help the cognitive and emotional development of the child.
-To have indulged in issues concerning the interaction between pictures and words in a picturebook, as well as the applicable reading theories.
-To have cultivated their aesthetic criterion regarding the evaluation of illustrated books for young children.

General skills

Autonomous work and teamwork
Search, analysis and synthesis of data and information using the necessary technologies
Production of new material
Criticism and self-criticism
Respect for diversity and multiculturalism
Promotion of liberal, creative and inductive thinking
Decision-making
Interdisciplinary approach to problems

COURSE CONTENTS

The illustration of fairy tales is a key element of contemporary fairy tales. In the 21st century, the illustration of fairy tales has been established and among contemporary illustrators we could distinguish those who illustrate folktales and those who illustrate contemporary fairy tales. In the first case, it is important to show how the illustrator intervenes in order to make a folktale accessible to today's reader/viewer. In the illustration of contemporary fairy tales, it is important to examine the modern and post-modern pictorial interventions. Therefore, illustration should be examined in relation to: the type of reader, its ideological content and the interaction between words and pictures.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face

<table>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</td><td>Slideshow
E-learning platform
E-mail</td></tr>
<tr><td>TEACHING ORGANIZATION</td><td>
<table>
<tr><th>Activity</th><th>Semester Work Load (hours)</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Bibliographic search and research on the internet</td><td>11</td></tr>
<tr><td>Writing and presenting assignments</td><td>30</td></tr>
<tr><td>Preparation for the exams</td><td>20</td></tr>
<tr><td>Total Course</td><td>100</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION</td><td>Evaluation language:
Greek

Assessment methods:
Written assignments
Written exams</td></tr>
</table>

RECOMMENDED BIBLIOGRAPHY

Anagnostopoulos V. (1997). *The art and technique of tales*. Athens: Kastaniotis. [Αναγνωστόπουλος, Β. (1997). *Τέχνη και τεχνική του παραμυθιού*. Αθήνα: Καστανιώτης]
Avdikos, E. (1994). *The folk tale: theoretical approaches*. Athens: Odysseus. [Αυδίκος, Ε. (1994). *Το λαϊκό παραμύθι: θεωρητικές προσεγγίσεις*. Αθήνα: Οδυσσέας]
Beckett, S. (2002). *Recycling Red Riding Hood.* New York & London: Routledge.
Bettelheim, Br. (1976). *The Uses of Enchantment. The meaning and importance of fairy tales*. Toronto: House of Canada Ltd.
Giannikopoulou, A. (2008). *The contemporary illustrated children's book*. Athens: Papadopoulos. [Γιαννικοπούλου, Α. (2008). *Το σύγχρονο εικονογραφημένο παιδικό βιβλίο*. Αθήνα: Παπαδόπουλος]
Kanatsouli, M. (2002). *Introduction to the theory and criticism of children's literature*. Athens: University Studio Press [Κανατσούλη, Μ. (2002). *Εισαγωγή στη θεωρία και κριτική της παιδικής λογοτεχνίας.* Αθήνα: University Studio Press]
Nikolajeva, M. (2005). *Aesthetic approaches to children's literature: an introduction*. Lanham, Toronto, Oxford: The Scarecrow Press.
Nikolajeva, M. & Scott. C. (2006). *How picturebooks work*. New York: Routledge.
Nodelman, P. (1990). *Words about Pictures: The Narrative Art of Children's Picture Books*. London: University of Georgia Press.
Tsilimeni, T. (2007). *The illustrated children's book. Aspects and opinions*. Volos: University of Thessaly Publications [Τσιλιμένη, Τ. (2007). *Εικονογραφημένο παιδικό βιβλίο. Όψεις και απόψεις*. Βόλος: Πανεπιστημιακές Εκδόσεις Θεσσαλίας]
Zipes, J. (1988). *The Brothers Grimm: from enchanted forests to the modern world*. New York and London: Routledge.

- **SCIENTIFIC JOURNALS**:
Keimena, Diadromes, Children's Literature Association Quarterly, Journal of Children's Literature Research, Children's Literature in Education

(A.T.E.) 1308O – Globalization: Teaching and Learning

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1308O**	**SEMESTER**	4th
COURSE TITLE	Globalization: Teaching and Learning		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4
TYPE OF COURSE	Optional	
PREREQUISITES	No	

LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes (in English)
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED481/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

1) define the conceptual framework of global education
2) articulate the teaching methods and strategies involved in global education
3) explore the learning principles and content of the 17 Global Goals of Sustainable Development and link it to the field of early childhood education
4) explore creative ways of integrating the Global Competencies framework into lesson plans concerning the development of global citizenship in the early childhood classroom

General skills

- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Working in an international environment
- Work in an interdisciplinary environment
- Production of new research ideas
- Project design and management
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Exercise reflection and self-reflection
- Promoting free, creative and inductive thinking

COURSE CONTENTS

1. Introduction to Global Education. Definitions and Declarations
2. Global Competencies framework
3. Global Thinking Routines
4. Fundamental elements for teaching with a global perspective
5. Teaching about the 17 Sustainable Development Goals
6. Bringing Sustainable Development Skills to Early Childhood
7. "Out of Eden Walk" and "Out of Eden Learn"
8. "Out of Eden Learn" Slowing Down-Exchanging Stories
9. The Planetary Health: Project Zero-OOEL educational program
10. The Stories of Reception: Project Zero-OOEL educational program
11. The Re-Imagining Migration Learning Arc
12. & 13. Planning learning scenarios teaching global education in the early childhood classroom

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Interactive presentation, Case studies, Discussion, Implementation of theoretical knowledge in practice
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Presentation Software, Shared Documents, Padlet
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Group activities	31
Personal Study	30
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods** (weight %): Written examination 60% Successful completion of required assignments40% **Evaluation criteria** (weight %): students' participation during class sessions and with course assignments

RECOMMENDED BIBLIOGRAPHY

- **SCIENTIFIC JOURNALS**:

- Boix-Mansilla, V., & Jackson, A. (2011). Educating for global competence: Preparing our youth to engage the world. New York: Asia Society-Partnership for Global Learning CCSSO Ed-Steps;. Available at http://www.pz.harvard.edu/resources/educating-for-globalcompetencepreparingouryouth-to-engage-the-world#sthash.zlQlIVmS.dpuf.
- Boix-Mansilla, V. (2015). Educating with the world in mind. Education fit for the Future: Planning for a Changing World Cambridge Schools Conference. Available at http://www.cambridgeinternational.org/images/285653-educating-with-the-world-in-mind.pdf
- Melliou, K., Bratitsis, T., Salmon, A. (2018). *"Out of Eden Learn": An online community for an inclusive world created by Harvard's Project Zero research center*. DSAI 2018: Proceedings of the 8th International Conference on Software Development and Technologies for Enhancing Accessibility and Fighting Info-exclusion June 2018 (Pages 203–210) https://doi.org/10.1145/3218585.3218683. Available at https://dl.acm.org/doi/abs/10.1145/3218585.3218683
- Dawes Duraisingh, L. (2016). Connected: A Learning journey around the world. *Educational Leadership 74*(4), 70–72. Available at https://eric.ed.gov/?id=EJ1121319
- Out of Eden Learn. Available at https://learn.outofedenwalk.com/
- Salmon, A., Gangotena, M.V., Melliou, K. (2018). Becoming Globally Competent Citizens: A Learning Journey of Two Classrooms in an Interconnected World. *Springer Early Childhood Education, 41*(5), 1-12. Available at https://link.springer.com/article/10.1007/s10643-017-0860-z

(A.T.E.) 1310O – Artful Thinking and Accessibility

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1310O**	**SEMESTER**	4th
COURSE TITLE	Artful Thinking and Accessibility		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes (in English)
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED482/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

1) examine the nature of aesthetic experience
2) interpret the power of art in developing 21 century skills in young students
3) explore Project Zero's Artful Thinking approach and associate a number of thinking routines to using artworks in teaching
4) visit online platform of high-resolution images and videos of artworks and cultural artifacts
5) appreciate the power of technology to bring all students closer to art through virtual exhibitions

General skills

- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Working in an international environment
- Work in an interdisciplinary environment
- Production of new research ideas
- Project design and management
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Exercise reflection and self-reflection
- Promoting free, creative and inductive thinking

COURSE CONTENTS

1. The power of aesthetic experience in teaching thinking and learning
2. Art Curriculum content in early childhood education
3. Artful Thinking key learning principles and goals
4. Artful thinking dispositions and thinking routines
5. Arts and pedagogical documentation
6. Arts as a means for inclusion in the multicultural classroom
7. Integrating the Arts with Technology
8. Intangible Cultural Heritage

9. Cultural Web Portals: Google Arts and Culture
10. Cultural Web Portals: Europeana
11. Designing and organizing virtual tours in national and world museums for young students
12. & 13. Planning learning scenarios for using ICT's to teaching thinking in the early childhood classroom

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Interactive presentation, Case studies, Discussion, Implementation of theoretical knowledge in practice
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Presentation Software, Shared Documents, Padlet
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Group activities	31
Personal Study	30
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: **Assessment methods** (weight %): Successful completion of required assignments (100%) **Evaluation criteria** (weight %): student participation during class sessions and with course assignments

RECOMMENDED BIBLIOGRAPHY

- **SCIENTIFIC JOURNALS**:

- Artful Thinking. Available at http://www.pz.harvard.edu/projects/artful-thinking
- Perkins, D.N., Jay, E., & Tishman, S. (1993). Beyond abilities: A dispositional theory of thinking. Merrill-Palmer Quarterly: *Journal of Developmental Psychology, 39*(1), 1-21. Available at https://www.researchgate.net/publication/232462299_Beyond_Abilities_A_Dispositional_Theory_of_Thinking
- Perkins, D.N., Tishman, S., Ritchhart, R., Donis, K., Andrade, A. (2000). Intelligence in the Wild: A dispositional view of intellectual traits. Educational *Psychology Review, 12*(3), 269-293. Available at https://link.springer.com/article/10.1023/A:1009031605464

- Perkins. D. N., & Tishman, S. (2001)."Dispositional aspects of intelligence." In S. Messick & J. M. Collis (Eds.), *Intelligence and personality: Bridging the gap in theory and measurement* (pp. 233-257). Maweh, New Jersey: Erlbaum. Available at https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.25.2525&rep=rep1&type=pdf
- Ritchhart, R., Palmer, P., Church, M., & Tishman, S. (2006). *Thinking routines: Establishing patterns of thinking in the classroom*. Paper presented at American Educational Research Association, San Francisco (April, 2006). Available at http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.545.213&rep=rep1&type=pdf
- Ritchhart, R. (2007). Cultivating a culture of thinking in museums. *Journal of Museum Education, 32*(2), 137–154. Available at https://static1.squarespace.com/static/5e7977706f259a3ea1d94af0/t/5e837008b3442351faed137d/1585672203933/JME07_Ritchhart.pdf
- Salmon, A. (2008). Promoting a culture of thinking in the young child. *Early Childhood Education Journal 35*(5), 457-461. Available at https://www.researchgate.net/publication/227065069_Promoting_a_Culture_of_Thinking_in_the_Young_Child
- Salmon, A. (2010). Tools to Enhance the young child's thinking. *Young Children. 65(*5), 26-3. Available at https://www.researchgate.net/publication/276270024_Tools_to_Enhance_Young_children's_Thinking
- Tishman, S., Jay, E., Perkins, D. N. (1993). Teaching Thinking Dispositions: From Transmission to Enculturation. *Theory into Practice, 32*(3), 147-153. Available at https://www.jstor.org/stable/1476695

16120 – The experiment in science teaching

GENERAL

FACULTY	HumanitiesandSocialSciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**16120**	**SEMESTER**	A
COURSE TITLE	The experiment in science teaching		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4
TYPE OF COURSE	Selection Implementation - Skills Development Laboratory course for a limited number of students (20)	
PREREQUISITES	Science Concepts and their Representations	
LANGUAGE OF LECTURES AND EXAMINATION	Greek	

COURSE OFFERED TO STUDENTS ERASMUS	
COURSE WEBSITE (URL)	

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

4) Identify the variables of a problem under investigation and be able to apply the Variable Control Strategy satisfactorily
5) Understand the value of experimentation in understanding natural phenomena and developing 21stου century skills
6) Ask questions, formulate hypotheses, test hypotheses and draw conclusions based on arguments in the context of investigating a problem in science

Design and/or carry out experiments involving all children and supervise/guide their execution by others in the context of exploring a wide range of science topics

General skills

- Searching, analysing and interpreting data and information
- Cooperation and teamwork
- Independent work and study
- Critical thinking
- Scientific skills

COURSE CONTENTS

The course is laboratory-based and students work in groups of 4 students investigating issues from the natural world through simple experiments and the use of simple materials. During the investigation they practice managing variables, formulating questions and hypotheses, designing and verifying hypotheses and drawing conclusions based on the results. Student attendance is mandatory.

Indicative topics of the course:

- Variable Control Strategy
- Physical States of Matter and Mixtures
- Sinking - Sailing
- Temperature - Heat
- Magnets and magnetism
- Basic concepts of human biology

- Micro-phainomena

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to Face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	- PowerPoint presentation during the course - Modern online quizzes during the course - Using tools to create augmented material Students can communicate personally with the lecturer by e-mail.
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Laboratory exercises	39
Personal research and study	21
Preparation of group assignments	20
Individual study	20
Total course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods**(weight %if it is necessary): 1. Participation (30%) 2. Worksheets (30%) 3. Group Assignments (2 projects, (15%+25%)

RECOMMENDED BIBLIOGRAPHY

Kallery, M., (2016) Concepts and Phenomena from the Natural World for Young Children, Ostracon Publications: Thessaloniki

Zogza, V. (2007) Biological knowledge in childhood. Athens: Metamihmio

Driver, R., Squires, A., Rushworth, P. & Wood-Robinson, V. (1998) Building Concepts in Science. Athens Typophyto

Hewitt, P. (2004) The concepts of physics. Heraklion: University Publications of Crete.

Kariotoglou, P. (2006) Pedagogical Content Knowledge in Science: Three case studies Thessaloniki.

Ravanis, K. (1999) Science in pre-school education. Athens Typothyto

-Relevant scientific journals:

International Journal of Early-Years Science Education: https://www.tandfonline.com/toc/ciey20/current

International Journal of Science Education: https://www.tandfonline.com/toc/tsed20/current

Education Sciences (open access): https://www.mdpi.com/journal/education

Frontiers in education (open access): https://www.frontiersin.org/journals/education

5th SEMESTER

COMPULSORY COURSES

0111C - Statistics in Educational Research

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0111C**	**SEMESTER**	5th
COURSE TITLE	Statistics in Educational Research		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Compulsory
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	No
COURSE WEBSITE (URL)	http://eclass.uowm.gr/

LEARNING OUTCOMES

Upon completion of the course, students are expected to:
-understand the positioning measures
-understand the dispersion measures
-understand the asymmetry measures
-know the concept of regression
-know the concept of frequency
-construct a table of frequencies and associated frequencies
-construct statistical diagrams

General skills

Search, analysis and synthesis of data and information, using the necessary technologies
Adaptation to new situations
Decision-making
Autonomous work
Teamwork
Working in an international environment
Working in a multidisciplinary environment
Production of new research ideas

Project planning and management

COURSE CONTENTS

I. Theoretical part: Collection, Classification and Presentation of Statistical Data, Empirical Distributions. Positioning Measures, Dispersion Measures, Asymmetry Measures, Regression, Correlation.

II. Practical part: Statistical data processing with the help of Excel.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Yes
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures and workshop	39
Individual research and study (finding bibliography research on the Internet)	10
Preparation for individual and group exercises:	11
Preparation for the exams	40
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek and/or English 1. Examination written at the end of the semester. 2. Oral examination at the end of the semester. 3. Progress. 4. Homework. 5. Oral presentation of the paper. 6. Use of Multiple Bibliography. 7. Workshop or practical exercises. 8. Monitoring students during laboratory or practical exercises. 9. Receiving systematic comments from students in the middle of the semester. 10. Ensure transparency in the evaluation of student performance: Each student can see his/her written work and explain the final judgment.

RECOMMENDED BIBLIOGRAPHY

- Αναστασιάδου, Σ. (2012) *Στατιστική και μεθοδολογία έρευνας στις Κοινωνικές Επιστήμες*. Αθήνα: Κριτική.
- Argesti, A. (2021) *Στατιστικές μέθοδοι για Κοινωνικές Επιστήμες*. Θεσσαλονίκη: Εκδόσεις Τζιόλα.

- Γιαλαμάς, Β. (2005) *Στατιστικές τεχνικές και εφαρμογές στις Επιστήμες της Αγωγής*. Αθήνα: Πατάκης.
- Howitt, D. &Cramer, D. (2010) *Στατιστική με το SPSS 16*. Αθήνα: Κλειδάριθμος.
- Ζαΐρης, Ε. Π. (2005)*Στατιστική μεθοδολογία*. Αθήνα: Κριτική.
- Καραγεώργος, Δ. (2001) *Στατιστική: Περιγραφική & επαγωγική*. Αθήνα: Σαββάλας.
- Κατσής, Α., Σιδερίδης, Γ. & Εμβαλωτής, Α. (2010) *Στατιστικές μέθοδοι στις Κοινωνικές Επιστήμες*. Αθήνα: Μοτίβο Εκδοτική.
- Norris, G., Qureshi, F., Howitt, H. &Cramer, D. (2017) *Εισαγωγή στη στατιστική με το SPSS για τις Κοινωνικές Επιστήμες*. Αθήνα: Κλειδάριθμος.
- Παπαδημητρίου, Γ. (2005) *Περιγραφική στατιστική*. Αθήνα: Δαρδανός.
- Ρούσσος, Λ. Π. & Τσαούσης, Γ. (2020) *Στατιστική εφαρμοσμένη στις Κοινωνικές Επιστήμες*. Αθήνα: Gutenberg.
- Σαρρής, Μ. (2021) *Στατιστική ανάλυση και ερευνητικοί σχεδιασμοί στις Κοινωνικές Επιστήμες*. Αθήνα: Εκδόσεις Δισίγμα.
- Σταμοβλάσης, Δ. (2016) *Μεθοδολογία εκπαιδευτικής έρευνας με στοιχεία στατιστικής*. Θεσσαλονίκη: Εκδόσεις Ζυγός.
- Υφαντόπουλος, Γ. & Νικολαΐδου, Κ.Ε. (2008) *Η στατιστική στην κοινωνική έρευνα*. Αθήνα: Gutenberg.

-Scientific Journals:

- Τετράδια Ανάλυσης Δεδομένων

0912C – Sociolinguistics

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0912C**	**SEMESTER**	5th
COURSE TITLE	Sociolinguistics		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**		**CREDITS-ECTS**
	3		4
TYPE OF COURSE	General knowledge		
PREREQUISITES	No		
LANGUAGE OF LECTURES AND EXAMINATION	Greek		
COURSE OFFERED TO STUDENTS ERASMUS	Yes (in English, as a reading course)		
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED484/		

LEARNING OUTCOMES

After successful completion of the course, students will:

- Understand basic sociolinguistic concepts.
- Be familiar with different approaches to sociolinguistic research.
- Recognize the ways in which communication circumstances and social relationships can shape speakers' linguistic choices and vice versa.
- Recognize basic dimensions of sociolinguistic diversity.
- Distinguish social inequalities related to certain uses of language.
- Manage sociolinguistic inequalities within the context of school.
- Demonstrate sensitivity towards linguistic difference both as speakers and as educators.

General skills

- Apply knowledge in practice
- Work autonomously
- Work in teams
- Wok in an interdisciplinary team
- Demonstrate social, professional and ethical commitment and sensitivity to gender issues
- Appreciate diversity and multiculturalism
- Be critical and self-critical
- Make decisions
- Advance free, creative and causative thinking
- Generate new research ideas
- Research ethics

COURSE CONTENTS

Sociolinguistics studies the relationship between language and society. It is interested in explaining why we speak/write differently in different social contexts. Examining the way people use language in different social contexts provides information about the way language functions, as well as about the social relationships within a community, and the ways people present and construct aspects of their social identity through their language. The course aims at familiarizing students with the multidimensional relationship of language and the social context in which it is used. Through examples from written, spoken and multimodal discourse, we will explore the following topics: (a) social factors (e.g. gender, age, social class, regional / ethnic identity) which affect language use, (b) regional and social dialects, (c) language change, code switching and code mixing (d) monolingualism, bilingualism, diglossia, and multilingualism, (e) language maintenance and shift, (f) language ideologies, and (g) sociolinguistics and school.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face-to-face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Teaching: PowerPoint presentations Communication with students: e-class, email Evaluation: submission of coursework on e-class

TEACHING ORGANIZATION	

Activity	*Semester Work Load (hours)*
Lectures	26
Practical application and exercises	14
Exercises portfolio	20
Individual research and study	10
Preparation for exams	30
Total Course	**100**

STUDENT EVALUATION	• Exam at the end of the semester (100%) • Exercises portfolio (extra credit)

RECOMMENDED BIBLIOGRAPHY

- Deckert, S.K. & Vickers, C.H. (2011). An introduction to sociolinguistics: Society and identity. London: Continuum.
- Holmes, J. (2013). An introduction to sociolinguistics. 4th edition. Abingdon: Routledge.
- Wardhaugh, R. (2006). An introduction to sociolinguistics. 5th edition. Oxford: Blackwell Publishing.

Scientific journals:

- International Journal of Bilingualism
- International Journal of the Sociology of Language
- Journal of Multilingual and Multicultural Development
- Journal of Sociolinguistics
- Language in Society
- Multilingua: Journal of Cross-Cultural and Interlanguage Communication
- Discourse & Society
- Sociolinguistic Studies

COMPULSORY OPTIONAL COURSES

2201CO - Didactics of Kinetic Education

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**2201CO**	**SEMESTER**	5th
COURSE TITLE	Didactics of Kinetic Education		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**	
	3	5	
TYPE OF COURSE	Compulsory optional		
PREREQUISITES	NONE		
LANGUAGE OF LECTURES AND EXAMINATION	GREEK		
COURSE OFFERED TO STUDENTS ERASMUS	NO		
COURSE WEBSITE (URL)	https://eclass.uowm.gr/		

LEARNING OUTCOMES

The course is the basic subject in the concepts of teaching motor education in Kindergarten.
The aim of the course material is the understanding by the students of the organization and preparation of a daily teaching plan in kindergarten. It refers to teaching methods, developmental appropriate games and kinetic activities, materials and means for the implementation of an organized teaching design.
Upon successful completion of the course, students will be able to:
- have sufficient knowledge of the methods of research and design of preschool programmes;
- integrate kinetic education interdisciplinary based on the developmental stages of the child and physical education in preschool age
- prepare kinetic education programmes that are implemented in practice
- evaluate kinetic therapy programmes implemented in practice

General skills

- Autonomous work
- Project planning and management
- Promotion of free, creative and inductive thinking

COURSE CONTENTS

Teaching methods (direct and indirect)
Daily lesson plan
Design and implementation
Motor skills issues

Selection of appropriate activities Design of the programme: development of a conceptual framework, definition of the objectives of the programme, evaluation, implementation of the programme Micro-teachings by female students Discussion, commentary, evaluation techniques.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Specialized project management software Support learning process through the e-class electronic platform
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	15
Internships	24
Prepare/present teamwork	40
Independent study	46
Total Course	**125**

STUDENT EVALUATION	**Evaluation language**: Greek I. Written final exam (60%) II. Teamwork (40%)

RECOMMENDED BIBLIOGRAPHY

- Τσαπακίδου, Α. (2014). *Από το παραδοσιακό στο δημιουργικό παιχνίδι*. Θεσσαλονίκη: Αντ. Σταμούλη.
- Ιωάννης Αρχ. Χαρπαντίδης. Ζαχοπούλου, Ε., Τρεύλας Ε. (2007). *Η φυσική αγωγή στην αρχή του 21ου αιώνα.* Αθήνα: Χριστοδουλίδη.

2209CO - Didactic of Visual Art

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**2209CO**	**SEMESTER**	5th
COURSE TITLE	Didactic of Visual Art		

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS-ECTS
	3	5
TYPE OF COURSE	Compulsory optional	
PREREQUISITES	Art workshops	
LANGUAGE OF LECTURES AND EXAMINATION	Greek -English	
COURSE OFFERED TO STUDENTS ERASMUS	Yes	
COURSE WEBSITE (URL)	http://eclass.uowm.gr/courses/	

LEARNING OUTCOMES

The content of the course "Didactics of Visual Arts" refers to a series of lessons concerning the preparation, organization and elaboration of a lesson plan on a module concerning visual arts. In this field, the courses which are offered give us the chance to manage the concepts of art in such way that apart from the delivery of information on the use of new materials, means and tools, we focus on what we think is appropriate to be included and used at the activities with our students. An important part during the process of elaborating the theoretical lessons is the scope of understanding the factors which are related to the planning of organized activities and the circumstances of teaching and learning, starting from the first stages of preparation and refer to the general and specific factors which affect the process and must be taken into consideration during the module planning of a course.

General skills

These typical stages of preparation are adjusted in order to support the plan of the indicative execution of an hour lesson and they are sufficient to inspire future teachers to develop the stages and steps, before and during the preparation of an organized didactic proposal-activity. We give special emphasis on the teacher's preparation, on the selection of the appropriate topic sentence based on the contents and suitable choice of formal elements, but mainly the way to organize the place where the activities are held with regard to the equipment and the drawing and design materials.

COURSE CONTENTS

The content of the course concerns:
The Aesthetic and Artistic Education,
Chromatography
Tonal gradation of the colors
Tints and shades, The elements- concepts of Composition theory and practice
The Space in Visual Art to creating and understanding both two dimensional or three-dimensional works of art –The connection with the History Art The methods, the technics and the tools. (Mosaic, collage, Pointillism etc)

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Class

<table>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</td><td>Specialized software video slides and pictures and objects creations to activate- motivate the students.

Support of the learning process through the electronic platform e-class</td></tr>
<tr><td>TEACHING ORGANIZATION</td><td>
<table>
<tr><th>Activity</th><th>Semester Work Load (hours)</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Tutorial Lessons – exercises</td><td>21</td></tr>
<tr><td>Individual research and study (finding relative literature, research on the Internet)</td><td>25</td></tr>
<tr><td>Preparation for individual and group exercises</td><td>15</td></tr>
<tr><td>Preparation for the exams</td><td>25</td></tr>
<tr><td>Total Course</td><td>125</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION</td><td>Evaluation language: Greek or/and English

Assessment methods (weight % if it is necessary): Individual and group tasks to be carried out during the six months

period (The evaluation includes examination – presentation of the results, from the mandatory work).
Evaluation criteria (weight % if it is necessary):</td></tr>
</table>

RECOMMENDED BIBLIOGRAPHY

- **SCIENTIFIC JOURNALS**:

- Alberti Alberto (1994). *Didactic issues*. Athens: Guttenberg.
- Germanos Dimitris (2002). *The wall of knowledge*. Athens: Gutenberg (in Greek)
- Chapman Laura (1993). *Teaching of Art*. Athens: Nephila (in Greek)
- The program of Financial Education Art Education (1998). *Pedagogical Institute*, Athens (in Greek)
- Kapulitsa Troulou Thomai (2002). *The work of art and their role in the aesthetic education of the child during childhood* (Doctoral dissertation) Thessaloniki (in Greek).
- Koutsakos John (1986). *Modern Didactics*, Cyprus Pedagogical Institute (in Greek).
- Charalambidis Alkis (1990). *The art of the 20th century*. Thessaloniki, University Studio Press (in Greek).
- Chrystou Chrysanthos (1980). *The paintings of the 20th century*. Volume B, Thessaloniki, Konstantinidis (in Greek).

- Moderns Approaches in the didactic of art Titika Salla (in Greek).
- Art Approaches in Childhood Kapulitsa Troulou Thomai (in Greek).

2211CO - Teaching of the Mother Tongue

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**2211CO**	**SEMESTER**	5th or 6th
COURSE TITLE	TEACHING OF THE MOTHER TONGUE		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	5

TYPE OF COURSE	Special background, specialization
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	No
COURSE WEBSITE (URL)	https://eclass.uowm.gr/modules/course_info/index.php?course=NURED147

LEARNING OUTCOMES

Theoretical and practical preparation of students for the teaching of the language lesson in the Kindergarten.

General skills

Work in an interdisciplinary environment
Production of new research ideas
Promoting free, creative and inductive thinking
Project design and management

COURSE CONTENTS

1. Language education in Kindergarten (Kindergarten and language education, Linguistics and language teaching, Trends in Linguistics and language teaching - The traditional method of approaching language - The structural method of approaching language - communication approach- The structure (communication structure)

2. The conditions of infants (psychological - social - linguistic)
3. The Curriculum (Aims and objectives - Content - Methodology - Audit of results - Presentation of the DEPPS)
4. Activities (Organized Activity - Organization, planning, presentation of the Organized Activity - Presentation-analysis and construction of Organized Activities - Use of the teaching manuals in the Kindergarten)
5. Information and communication technology in Kindergarten (International experience and practice - PET and language teaching in Greece - The benefits of the use of PET in language teaching - Literacy - multiplication: the new reality - Writing with the computer - The word processor (advantages, reservations, suggestions)
6. The cultivation of oral speech (The oral speech of infants - Elements of phonetics and phonology - Phonological awareness - Comprehension - Production of oral speech - Activities of cultivation of oral speech (presentation and construction)
7. The cultivation of written language (Oral and written language - The transition to written language - The concept of literacy - Multiliteracies - The emergence of literacy - The theory of genres - Design, presentation and activity analysis.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in Teaching
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Preparation - presentation - critique of exemplary teaching	20
Individual research and study (bibliography, Internet research)	26
Exam preparation	40
Total Course	***125***

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods** (weight % if it is necessary): Written exams & Preparation - presentation - critique of sample teaching **Evaluation criteria** (weight % if it is necessary):

RECOMMENDED BIBLIOGRAPHY

- Α.Π.Θ. Παιδαγωγική Σχολή Φλώρινας. Το παραμύθι και η εκπαίδευση - Φλώρινα, 1994
- Α.Π.Θ.-Π.Τ.Ν. Πρόγραμμα εργασίας για τις πρακτικές ασκήσεις των φοιτητών/τριών. -Θεσσαλονίκη: Α.Π.Θ., 1993

- Άλκηστις. Η δραματοποίηση για παιδιά.-Αθήνα, 1993
- Αναγνωστόπουλος, Β. Δ. Γλωσσικό υλικό για το Νηπιαγωγείο (από τη θεωρία στην πράξη).-Αθήνα: Καστανιώτης, 1994
- Αντωνίου, Ι., Ε. Γκίκα, Ε. Λαλιώτου& Θ. Τριαντοπούλου. 2000. Η συμβολή των ΝέωνΤεχνολογιών στη διδασκαλία των φιλολογικώνμαθημάτων: Ανάλυσηπειραματικώνδι- δασκαλιών του έργου «ΟΔΥΣΣΕΑΣ»
- Βοσνιάδου, Στ. (επιμέλεια) Γλώσσα.-Αθήνα: Gutenberg, 1992
- Γάκου, Εύη, Προαναγνωστικές δραστηριότητες, Καστανιώτης, Αθήνα 1998
- Γεωργακοπούλου, Α. 2006. Κειμενική και επικοινωνιακή πολυτροπικότητα: οι νέεςτεχνολογίες στη διδακτική πράξη. Στο Η ελληνική ως ξένηγλώσσα: Από τις λέξεις στα κείμενα, επιμ. Σ. Μοσχονάς, 153-199. Αθήνα: Πατάκης.
- Γιάγκου, Μ. 2010. Ηλεκτρονικά ΣώματαΚειμένων για τη διδασκαλία της ελληνικήςγλώσσας. Επισκόπηση της βιβλιογραφίας και των υπαρχόντων Σωμάτων Κειμένων. i- Teacher (i-Teacher.gr), 1: 102-110. http://i-teacher.gr/files/1o_teyxos_i_teacher_9_2010.pdf.
- Γιακουμάτου, Τ. 2004. Αξιοποίησηεκπαιδευτικού λογισμικού φιλολογικώνμαθημάτων. Νέααπό το μέτωπο και προβληματισμοί. Εισήγηση στο 4ο Διεθνέςσυνέδριο Οι Τεχνολογίες της Πληροφορίας και Επικοινωνίας στην Εκπαίδευση. Διαθέσιμο στο <http://www.etpe.gr/files/proceedings/filessyn/A207-216.pdf>.
- Γκανά Ε., Η αναγνωστική πράξη του παιδιού προσχολικής ηλικίας, (αδημοσίευτη διδακτορική διατριβή), Αθήνα 1998
- Γούτσος, Δ. & Σ. Κουτσουλέλου-Μίχου. Η διδασκαλία του ακαδημαϊκού λεξιλογίου στα ελληνικά με τη χρήσησωμάτωνκειμένων. Πρακτικά του 3ου ΔιεθνούςΣυνεδρίου για τη Διδασκαλία της ΝέαςΕλληνικής ως ΞένηςΓλώσσας, ΠανεπιστήμιοΑθηνών, 22-23 Οκτωβρίου 2004.
- Δημητρίου, Σ. 1983. Λεξικό όρων Γλωσσολογίας. Αθήνα: Καστανιώτης
- Δουμανίδου, Σ., Κοντοπούλου, Ά. & Ντίνα, Μ. 2016. Εφαρμοσμένες γλωσσικές δραστηριότητες: Γέφυρες επικοινωνίας και γραμματισμού. Επιστημονική επιμέλεια: Κώστας Ντίνας. Καβάλα: Εκδόσεις Σαΐτα, σσ. 120
- Η αξιοποίηση των Τεχνολογιών της Πληροφορίας και Επικοινωνίας στη διδασκαλία των φιλολογικώνμαθημάτων και κυρίως στη διδασκαλία της ελληνικής. Έρευνα στους φιλολόγους-επιμορφωτές στο πλαίσιο του έργου «Οδύσσεια», διαθέσιμο στην «Πύλη για την ελληνική γλώσσα και τη γλωσσική εκπαίδευση» (http://www.greek-language.gr/greekLang/modern_greek/studies/ict/education/index.html).
- Θεοφανοπούλου- Κοντού, Δ. 1989. Μετασχηματιστική σύνταξη: από την θεωρία στην πράξη. Αθήνα: Καρδαμίτσας
- Κακανά, Δ. Θεωρία και μεθοδολογία δραστηριοτήτων στην προσχολική αγωγή.- Θεσσαλονίκη: Αφοί Κυριακίδη, 1994
- Κατή, Δ. Γλώσσα και επικοινωνία στο παιδί.- Αθήνα: Οδυσσέας, 1992
- ΚέντροΕκπαιδευτικήςΈρευνας. 2004. Αξιοποίηση των επιπτώσεων της χρήσης των ΝέωνΤεχνολογιών στα σχολεία της Οδύσσειας. Επιμέλεια και συγγραφή της τελικήςέκθεσης Β. Σβολόπουλος. Αθήνα: ΚΕΕ.
- Κιτσαράς, Γ. Εισαγωγή στην προσχολική παιδαγωγική.- Αθήνα: Παπαζήσης, 1991
- Κλαίρης, Χρ. &Μπαμπινιώτης Γ. Γραμματική της νέας ελληνικής: δομολειτουργική-επικοινωνιακή (Ι. Το όνομα).- Αθήνα: Ελληνικά Γράμματα, 1996
- Κουτσογιάννης, Δ. & Μ. Αραποπούλου, επιμ. 2009. Γραμματισμός, ΝέεςΤεχνολογίες και Εκπαίδευση: Όψεις του τοπικού και του παγκόσμιου. Θεσσαλονίκη: Ζήτης- ΚέντροΕλληνικήςΓλώσσας.
- Κουτσογιάννης, Δ. 2009. Κειμενικά είδη, σώματακειμένων και γλωσσική εκπαίδευση: από το μερικό στο ολικό. Επιστημονική επετηρίδαΦιλοσοφικήςΣχολήςΘεσσαλονίκης, ΤεύχοςΤμήματοςΦιλολογίας, 11: 149-183.
- Κουτσογιάννης, Δ., επιμ. 2001. Πληροφορική – επικοινωνιακή τεχνολογία και γλωσσική αγωγή: Η διεθνήςεμπειρία. Θεσσαλονίκη: ΚέντροΕλληνικήςΓλώσσας.

- Στο βιβλίοαυτό καταγράφεται η διεθνήςεμπειρίαμέχρι και τη δεκαετία του 1990 στην αξιοποίηση των ΤΠΕ στη διδασκαλία της γλώσσας. Οι συνεισφορέςπροέρχονταιαπό πολλέςχώρες. Αναρτημένο και στην «Πύλη για την ελληνική γλώσσα και τη γλωσσική εκπαίδευση» <http://www.greek-language.gr/greekLang/modern_greek/studies/ict/index.html>.
- Κουτσουβάνου, Ε. (επιμέλεια) Μορφές και τρόποι εργασίας στο Νηπιαγωγείο.- Αθήνα: Οδυσσέας, 1990
- Κουτσουβάνου, Ε. Η γλωσσική ανάπτυξη του παιδιού της προσχολικής ηλικίας και η τηλεόραση.- Αθήνα: Οδυσσέας, 1991
- Κυρίδης, Α. Μία κοινωνιολογική προσέγγιση της προσχολικής εκπαίδευσης.- Θεσσαλονίκη: Αφοί Κυριακίδη, 1996
- Κυρίδης, Α., Δρόσος, Β. & Ντίνας, Κ. 2003. Η πληροφοριακή επικοινωνιακή τεχνολογία στην προσχολική και πρωτοσχολική εκπαίδευση: Το παράδειγμα της γλώσσας. Αθήνα: Τυπωθείτω- Γιώργος Δαρδανός.
- Μαραγκουδάκης, Π. Οικοδόμηση της γνώσης και διδασκαλία.- Αθήνα: Δίπτυχο, 1978
- Μήτσης, Ν. Η διδασκαλία του γλωσσικού μαθήματος.-Αθήνα: Gutenberg, 1996
- Μπαμπινιώτης Γ. & Κοντός, Π. Συγχρονική Γραμματική της Κοινής Νέας Ελληνικής.- Αθήνα, 1967
- Μπαμπινιώτης, Γ. 1980. Θεωρητική Γλωσσολογία. Αθήνα
- Μπασλής, Ι.Ν. Κοινωνική-γλωσσική διαφοροποίηση και σχολική επίδοση.- Αθήνα: Νέα Παιδεία, 1986
- Νικολάου-Κουρκάκη, Ε. Ημερήσιες προγραμματισμένες δραστηριότητες για το Νηπιαγωγείο.- Αθήνα: Gutenberg, 1991
- Ντίνας, Κ. &Γώτη, Ε. 2016. Ο κριτικός γραμματισμός στη σχολική πράξη. Αρχίζοντας από το νηπιαγωγείο… Gutenberg, σσ. 178
- Παπαδοπούλου-Μανταδάκη, Σμαράγδα. 1999. Η ολική γλώσσα στη διδασκαλία της γλωσσικής έκφρασης για την Α/βάθμια Εκπαίδευση. Θεωρία και Πράξη. Θεσσαλονίκη: Κώδικας.
- Παπαμιχαήλ, Γ. Μάθηση και κοινωνία.- Αθήνα: Οδυσσέας, 1988
- Παυλίδου, Θ. 1995. Επίπεδα της γλωσσικής ανάλυσης. Θεσσαλονίκη: Παρατηρητής
- Πετρούνιας Ευ.. Νεοελληνική Γραμματική και συγκριτική ανάλυση/ μέρος Α'.- Θεσσαλονίκη: UniversityStudioPress, 1985
- Πόρποδας, Κ. Εισαγωγή στην ψυχολογία της γλώσσας. Ρόλος και μάθηση της γλώσσας.- Αθήνα, 1985
- Τζάρτζανος, Αχ. Νεοελληνική Σύνταξις.- Αθήνα: ΟΕΔΒ, Α΄1946, Β΄1953
- Τζουριάδου, Μ. Ο λόγος των νηπίων - Θεσσαλονίκη: Προμηθεύς, 1995
- Τοκατλίδου, Β. Εισαγωγή στη διδακτική των ζωντανών γλωσσών.- Αθήνα: Οδυσσέας, 1986
- Τομπαΐδης, Δ. Διδασκαλία Νεοελληνικής Γλώσσας.- Θεσσαλονίκη: Βάνιας, 1992
- Τριανταφυλλίδης, Μ. Νεοελληνική Γραμματική.- Αθήνα: ΟΕΣΒ, 1941
- Τσοπανάκης, Αγ. Νεοελληνική Γραμματική.- Αθήνα-Θεσσαλονίκη: Εστία, Αφοί Κυριακίδη, 1994
- ΥΠΕΠΘ-Παιδαγωγικό Ινστιτούτο Βιβλίο δραστηριοτήτων για το Νηπιαγωγείο.- Αθήνα: ΟΕΔΒ, 1990
- Φιλιππάκη – Warburton, Ει. 1992. Εισαγωγή στη Θεωρητική Γλωσσολογία. Αθήνα: Νεφέλη
- Φραγκουδάκη, Α. Γλώσσα και ιδεολογία: κοινωνιολογική προσέγγιση της ελληνικής γλώσσας.- Αθήνα: Οδυσσέας, 1987
- Φραγκουδάκη, Α. Κοινωνιολογία της εκπαίδευσης - Αθήνα: Παπαζήσης, 1985
- Φραγκουδάκη, Α. 1985. Κοινωνιολογία της εκπαίδευσης: θεωρίες για την κοινωνική ανισότητα στο σχολείο. Αθήνα: Παπαζήσης
- Φραγκουδάκη, Α. 1987. Γλώσσα και ιδεολογία: κοινωνιολογική προσέγγιση της ελληνικής γλώσσας. Αθήνα: Οδυσσέας

- Χαλισιάνη 2010. Εκδοχέςαξιοποίησης των ηλεκτρονικώνσωμάτωνκειμένων της νέαςελληνικής στη διδασκαλία της μητρικήςγλώσσας. Στο Πρακτικά πανελληνίουσυνεδρίου με διεθνή συμμετοχή "Η διδασκαλία της ελληνικήςγλώσσας (ως πρώτης/μητρικής, δεύ- τερης/ξένης", επιμ. Ντίνας, Κ., Χατζηπαναγιωτίδου, Α., Βακάλη, Α. Κωτόπουλος, Τ. &Στάμου, Α. ΝυμφαίοΦλώρινας. http://linguistics.nured.uowm.gr/Nimfeo2009/praktika
- Χαλισιάνη, Ι. (2008). Ηλεκτρονικά σώματακειμένων και γλωσσική διδασκαλία: Διεθνείςαναζητήσεις και διαφαινόμενεςπροοπτικές για την ελληνική γλώσσα. Στο Πρακτικά Συ- νεδρίου: «2008, Ευρωπαϊκό ΈτοςΔιαπολιτισμικού Διαλόγου: συνομιλώντας με τις γλώσ- σες-πολιτισμούς», ΤμήμαΓαλλικήςΓλώσσας και Φιλολογίας ΑΠΘ, Θεσσαλονίκη, 12-14 Δεκεμβρίου 2008. http://www.frl.auth.gr/sites/congres/Interventions/GR/xalisiani.pdf
- Χαραλαμπόπουλος, Α., επιμ. 2006. Γραμματισμός, κοινωνία και εκπαίδευση. Πέντεμελέτες. Θεσσαλονίκη: ΙνστιτούτοΝεοελληνικώνΣπουδών. ΊδρυμαΜανόληΤριαντα- φυλλίδη.
- Χαραλαμπόπουλος, Αγ. &Χατζησαββίδης, Σωφρ. 1977. Διδασκαλία της λειτουργικής χρήσης της γλώσσας: θεωρία και πρακτική εφαρμογή. Θεσσαλονίκη: Κώδικας
- Χατζηδάκη 2004. Τα σώματακειμένων και το διαδίκτυο ως πηγές για την προώθηση της νέαςελληνικής ως ξένηςγλώσσας. Στο Πολιτικέςγλωσσικού πλουραλισμού και ξενόγλωσσηεκπαίδευση στην Ευρώπη, επιμ. Β. Δενδρινού & Β. Μητσικοπούλου, 332-350. Αθήνα: Μεταίχμιο.
- Χατζησαββίδης Σ., Δραστηριότητες γλωσσικής αγωγής στο Νηπιαγωγείο. Καλλιέργεια επικοινωνιακών και προγραφικών δεξιοτήτων, Gutenberg, Αθήνα 1998
- Χατζησαββίδης, Σ. 2002. Η γλωσσική αγωγή στο Νηπιαγωγείο. Δραστηριότητες για την καλλιέργεια της επικοινωνιακής ικανότητας και του γραμματισμού. Αθήνα: Βάνιας.
- Χατζησαββίδης, Σ. 2010. Γλωσσοδιδακτικά συνεχή και ασυνεχή της τελευταίαςτριακονταετίας: από τον επικοινωνιακοκεντρισμό στον κοινωνιοκεντρισμό. Στο Πρα- κτικά πανελληνίουσυνεδρίου με διεθνή συμμετοχή "Η διδασκαλία της ελληνικήςγλώσ- σας (ως πρώτης/μητρικής, δεύτερης/ξένης", επιμ. Ντίνας, Κ., Χατζηπαναγιωτίδου, Α., Βακάλη, Α. Κωτόπουλος, Τ. &Στάμου, Α. ΝυμφαίοΦλώρινας. Ανακτήθηκεαπό http://linguistics.nured.uowm.gr/Nimfeo2009/praktika (26.07.2010).
- Χατζησαββίδης, Σ. Το ιστορικό της αναμόρφωσης του μαθήματος της νεοελληνικής γλώσσας στην υποχρεωτική εκπαίδευση (1976-1984).- Θεσσαλονίκη: Κυριακίδης, 1992
- Ψηφιακέςπρακτικέςγραμματισμού των εφήβων, διαθέσιμο στην «Πύλη για την ελλη- νική γλώσσα και τη γλωσσική εκπαίδευση» (http://www.greek-language.gr/greekLang/modern_greek/studies/ict/teens/index.html).
- Baynham, M. 2000. Πρακτικέςγραμματισμού. Αθήνα: Μεταίχμιο
- Boutet, J. Εισαγωγή στην Κοινωνιογλωσσολογία.- Αθήνα: Γρηγόρης, 1984
- Boyer, H. 1991. Elements de Sociolinguistique: langue, communication et sociéta. Paris: Dunod
- Brian, J. &Philippaki-Warburton, I. Modern Greek - London: Groom Helm, 1987
- Brown, D.H. Principles of language learning and teaching - New York: Prentice Halla, 1987
- Camil, C. & Devries, R. Η θεωρία του Jean Piaget και η προσχολική αγωγή.- Αθήνα: Δίπτυχο, 1979
- Cope, B. & M. Kalantzis, επιμ. 2000. Multiliteracies. Literacy learning and the Design of social futures. Λονδίνο: Routledge.
- CurtoLluis, Morillo Maribel, Teixido Manuel, ΓραφήκαιΑνάγνωση. Βοηθήματα για τη διδασκαλία και την εκμάθηση του γραπτού λόγου σε παιδιά ηλικίας τριών έως οκτώ ετών. Τρειςτόμοι, ΟΕΔΒ, Αθήνα 1998
- Ehninger, D. and al. Principles and types of speech communication - Glenview - London: Scott, Foresman and Co, 1986

- Fishman, I. Sociolinguistique.- Paris - Bruxelles: Nathan - Labor, 1971
- Gee, J.P. 2003. What Video Games Have to Teach Us About Learning and Literacy. New York: Palgrave Macmillan.
- Halliday, M.A.K. Spoken and written language - Oxford: Oxford University Press, 1990
- Hartland, J. Γλώσσα και σκέψη - Αθήνα: Ελληνικά Γράμματα, 1994
- Hartman, R.R.K. & Stork, F.G. 1973. Dictionary of language and Linguistics. London: Applied Science Publishers
- Holton, Mackridge, Φιλιππάκη-Warburton, David, Peter, Ειρήνη. 1999. Γραμματική της Ελληνικής γλώσσας. Αθήνα: Πατάκη.
- Ivanic, R. 2004. Discourses of writing and learning to write. Στο Language and Education. 18 (3). 220 – 245.
- Knobel, M. and Lankshear, C. επιμ. 2007. A New Literacies Sampler. New York: Peter Lang.
- Kress, G. 2000. Σχεδιασμός του γλωσσικού προγράμματοςσπουδών με βάση το μέλλον. ΓλωσσικόςΥπολογιστής 2: 111-124. (αναρτημένο και στην «Πύλη για την ελληνική γλώσσα και τη γλωσσική εκπαίδευση» <http://www.greek-language.gr/greekLang/modern_greek/studies/index.html>)
- Kress, G. 2003. Literacy in the New Media Age. New York: Routledge.
- Lyons, J. 1968. Introduction to Theoretical Linguistics. Cambridge: Cambridge University Press.
- Lyons, J. 1995. Εισαγωγή στη Γλωσσολογία. Αθήνα: Πατάκης
- Lyons, J. 2002. Εισαγωγή στη Θεωρητική Γλωσσολογία. Αθήνα: Μεταίχμιο.
- Μήτσης, Ν. 1996. Η διδακτική του γλωσσικού μαθήματος, Αθήνα: Gutenberg
- Mackridge, P. Η νεοελληνική γλώσσα.- Αθήνα: Πατάκης, 1987
- Martinet, A. (ed.). 1968. Le langage. Paris: Gallimard
- Martinet, A. 1976. Στοιχεία Γενικής Γλωσσολογίας. Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών
- Mirambel, A. Η νέα ελληνική γλώσσα - Θεσσαλονίκη: Ι.Ν.Σ., 1978
- Mounin, G. 1985. Κλειδιά για τη Γλωσσολογία. Αθήνα: MIET
- Olson, D. 2003. Ο κόσμοςπάνω στο χαρτί. Αθήνα: Παπαζήσης.
- Plomp, T., Anderson, R., Law, N. & Quale A. 2009. Cross-national information and communication technology policies and practices on computers in education. USA: IAP.
- Rieu, Ch. Et al. Από την κίνηση στη γραφή.- Αθήνα: Καστούμης, 1986
- Saussure, F. de. 1979. Μαθήματα Γενικής Γλωσσολογίας. Αθήνα: Παπαζήσης
- Schaff, A. Γλώσσα και γνώση.- Αθήνα: Ζαχαρόπουλος, χ.χ.
- Snyder, I. 2001. Γραμματισμός, τεχνολογία και σχολική τάξη: Μια πρόκληση για τους εκπαιδευτικούς. Στο Πληροφορική-επικοινωνιακή τεχνολογία και γλωσσική αγωγή: η δι- εθνήςεμπειρία, επιμ. Δ. Κουτσογιάννης. Θεσσαλονίκη: ΚέντροΕλληνικήςΓλώσσας. Διατίθεται και στο διαδίκτυο, στην «Πύλη για την ελληνική γλώσσα και τη γλωσσική εκ- παίδευση», όπουείναιαναρτημένα τα πρακτικά της ημερίδας (http://www.greek-language.gr/greekLang/modern_greek/studies/ict/index.html)
- Thomas, R. 1996. Γραπτός και προφορικός λόγος στην αρχαία Ελλάδα. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.
- Vygotsky, A. Σκέψη και γλώσσα.- Αθήνα: Γνώση, 1988

2215CO – Teaching biological and environmental concepts

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	2215CO	**SEMESTER**	5th
COURSE TITLE	**Teaching biological and environmental concepts**		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	5

TYPE OF COURSE	Compulsory optional
PREREQUISITES	None
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	No
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED125/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:
In terms of educational theory:

1) Understand theoretical assumptions and educational research related to the existence of alternative perceptions and cognitive barriers to issues related to the basic biological and environmental concepts
2) Understand the importance of engaging young children with the Biological and Environmental Sciences
3) Understand the importance of cultivating scientific skills for the development of scientific and environmental literacy
4) Understand the importance of cultivating environmental ethics from an early age
5) Understand the importance of advocating for and promoting personal and social health and well-being at an early age

In terms of teaching planning skills are expected to:

1) Able to design a Teaching Sequence in Biology or Environmental Sciences

General skills

Decision making
Autonomous work
Teamwork

Respect for diversity and multiculturalism Respect for the natural environment Exercise criticism and self-criticism Promoting free, creative and inductive thinking

COURSE CONTENTS

- The importance and peculiarities of the teaching of biological and environmental concepts
- Basic biological and environmental concepts
- Alternative concepts related to basic biological and environmental concepts
- The speech of the pre-school teacher in the teaching of biological and environmental concepts
- Inquiry as a teaching method
- The development of scientific skills
- Design and development or/and selection of teaching material
- The Teaching Learning Sequence
- Designing a Teaching Learning Series in Biology and Environment in small groups
- Presentation of the Teaching Sequence by the students and feedback

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to Face Work in small groups
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Presentation software
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Teamwork for teaching Didactic Learning Sequence	20
Presentation of students' works - Feedback	25
Individual research & study	11
Preparation for examinations	30
Total Course	**125**

STUDENT EVALUATION	**Evaluation language**: Greek

	Participation in the team-work of designing the Teaching Learning Sequence is a prerequisite for participating in final exams **Assessment methods** (weight %): Written Exams: Combination of multiple-choice questions, short essays and designing educational activities. 80% Participation to lectures and in class tests: 20% **Evaluation criteria** (weight %): The evaluation criteria and the grade of each mode of final exam are included in the exam topics given to the students and are posted after the exams on the course website

RECOMMENDED BIBLIOGRAPHY

- Braund M. R. (2001) *Primary Plants: A Handbook for Teaching Plant Science in the Primary School*, Birmingham: Questions.
- Gelman, R., Brenneman, K., Macdonald, G. & Moisés, R. (2010) *Preschool pathways to Science*. Baltimore: Paul H. Brooks Publishing Co.
- Eshach, H. (2006). *Science Literacy in Primary Schools and Pre-schools.* Netherlands: Springer.
- National Research Council (2012). *A framework for K-12 Science Education Practices, Crosscutting Concepts, and Core Ideas*. Washington, D.C.: The National Academies Press.

- **SCIENTIFIC JOURNALS**:

- *Journal of Biological Education*
- *American Biology Teacher*
- *International Research in Geographical and Environmental Education*

OPTIONAL COURSES

0411O – Issues on Psychology of Health

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0411O**	**SEMESTER**	5th

COURSE TITLE	Issues on Psychology of Health	
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4
TYPE OF COURSE	Scientific area	
PREREQUISITES	There are no prerequisites for this course	
LANGUAGE OF LECTURES AND EXAMINATION	Greek	
COURSE OFFERED TO STUDENTS ERASMUS	No	
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED463	

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

1) Become familiar with the main issues and theoretical approaches of Health psychology
2) Gain an understanding of the complex relationships between stress, social support and psychological and physical health
3) Be aware of the role of emotions and beliefs that determine health-related behaviors
4) Learn about the main fields of application of health psychology in the education field.
5) Learn about how to support children returning to school after a diagnosis of a serious illness.

General skills

Apply knoweledge in practice
Retrieve, analyse and synthesise data and information
Advance free, creative and causative thinking
Adapt to demanding situations

COURSE CONTENTS

The course offers a presentation of the psychological and social aspects of health and illness focusing on the biopsychosocial model.
We examine the role of stress in health and discuss important ways of managing everyday stress.
Furthermore, we present the role of social support, illness cognitions, health beliefs, emotional processing, personality factors in determining quality of life and physical health.
We also cover relevant information on a variety of health problems faced by the child and their family, and some ideas on how to help them within a school setting.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Presentation
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Notes Slide Presentation Book
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Practice exercises focusing on the application of methodologies and analysis of case studies in smaller groups of students	11
Individual study	30
Preparation for the exams	20
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods**(weight %if it is necessary): Written final examination, individual essays

RECOMMENDED BIBLIOGRAPHY

- Banyard, P. (2002). *Psychology in practice: Health.* Hodder & Stoughton Educational
- Carlson, N.R., Miller, H., Heth, C.D., Donahoe, J.W., Martin, G.M. (2010). *Psychology: the science of behavior* (7th edition). Pearson Publications.
- Forshaw M. & Sheffield, D. (2013). *Health psychology in action.* John Wiley & Sons.
- Ogden, J. (2004). *Health Psychology: a textbook.* Open University Press.
- Pitts, M. & Phillipps, K. (2003). *The Psychology of health: an introduction.* Taylor and Francis Group.

- Stroebe, W. (2011). *Social psychology and health* (3rd edition). Open University Press.
- Sutton, S., Baum, A., Iohnston, M. (2004). *The Sage Handbook of Health Psychology*. Sage Publications.

-**SCIENTIFIC JOURNALS**:

- -Bisschop, M. I., Kriegsman, D. M. W., Beekman, A. T. F., Deeg, D. J. H. (2004). Chronic diseases and depression: the modifying role of psychosocial resources. *Social Science & Medicine*, 59, 721-733.
- -Burleson, B. (2003). The experience and effects of emotional support: what the study of cultural and gender differences can tell us about close relationships, emotion, and interpersonal communication. *Personal Relationships*, 10, 1-23.
- -Costanzo, E. S., Ryff, C. D, & Singer, B. H. (2009). Psychosocial adjustment among cancer survivors: findings from a national survey of health and well-being. *Health Psychology*, 28, 147-156.
- -Danhauer, S. C., Crawford, S. L., Farmer, D. F., Avis, N.E. (2009). A longitudinal investigation of coping strategies and quality of life among younger women with breast cancer. *Journal of Behavioral Medicine*, 32, 371-379.
- -Downe-Wamboldt, B., Butler, L., & Coulter, L. (2006). The relationship between meaning of illness, social support, coping strategies, and quality of life for lung cancer patients and their family members. *Cancer Nursing*, 29, 111-119.
- -Wardle, J. (2001). Public health psychology: Expanding the horizons of health psychology. *British Journal of Health Psychology* 5, 329–36.

0511O – Political Culture and Education Policy

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0511O**	**SEMESTER**	5th
COURSE TITLE	POLITICAL CULTURE AND EDUCATION POLICY		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4
TYPE OF COURSE	Special backgroundPECIAL BACKGROUND	
PREREQUISITES	None	
LANGUAGE OF LECTURES AND EXAMINATION	Greek	
COURSE OFFERED TO STUDENTS ERASMUS	NO	
COURSE WEBSITE (URL)	http://eclass.uowm.gr/	

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

1) Understand the term of political culture and the association between the structures of the national political system and the international political environment
2) Integrate education into the changing political culture which is reformed in direct relation to the ideological development, cultural differentiation and the evolving social dynamics

General skills

Searching, analyzing and composing data and information supported by the use of relevant technology. Adaptation to new conditions. Decision making. Autonomous work. Group work. Working in an international environment. Working in an interdisciplinary environment. Production of new research ideas. Respect to diversity and multiculturalism. Social, professional and moral responsibility and sensitivity for gender issues. Criticism and self-criticism. Development of free creative and inductive thinking. Approaching political terms. Association between education and political culture at a national and international level.

COURSE CONTENTS

The formation of education policy is studied through the frame of political culture, as this is expressed in attitudes and behaviors of the acting subjects in relevance to the structure of the political system. The issue of socio-educational inequalities is analyzed in relation to the political field conducive to their formation and reproduction. Interpretative patterns of education policy based on the relation of political culture – ideology – education are studied.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face-to-face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	**Use of ICT in communication with students / Use of ICT in lesson delivery**

TEACHING ORGANIZATION

Activity	***Semester Work Load (hours)***
Lectures	39
Seminars	6
Bibliography study and analysis	12
Tutoring	6
Interactive teaching	8
Project	5
Written assignment(s)	12

	Cross-thematic association of political culture with more general issues of culture and policy	6
	Study of newspapers / magazines for a more contemporary approach of social, political and economic orientations	6
	Total Course	**100**
STUDENT EVALUATION	**Evaluation language**: GREEK **Assessment methods** Final written exam, end-of-term oral exam, mid-term exam, assignment, assignment oral presentation, use of multiple bibliography, workshop or practice, student supervision during workshops or practice, mid-term documentation of student systematic commentary **Evaluation criteria** Transparency assurance in evaluation of student academic performance	

RECOMMENDED BIBLIOGRAPHY

- Tsiakalos, G. (1999). *Human dignity and social exclusion – education policy in Europe*. Athens: Ellinika Grammata.
- Bourdieu, P. (1990). *Heirs. Students and Culture*. Athens: Kardamitsas.
- Arnot, M. (2004). *Processes of gender reproduction (educational theories and feminist policies).* Athens: Metehmio.
- Suarez-Orozco, M. &Qin-Hilliard, D. (2004). *Globalization: Culture and Education in the New Millennium*. California: University of California Press
- McLaren, P. (1999). *Schooling as a Ritual Performance: Towards a Political Economy of Educational Symbols and Gestures*. USA: Rowman & Littlefield Publishers

- **SCIENTIFIC JOURNALS**:

- Journal of Education Policy, Routledge International Journal of Politics, Culture, and Society

(A.T.E.) 0532O – Management of Social Issues in Periods of Crisis: Knowledge of Society and Institutions

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0532O**	**SEMESTER**	5th
COURSE TITLE	MANAGEMENT OF SOCIAL ISSUES IN PERIODS OF CRISIS: KNOWLEDGE OF SOCIETY AND INSTITUTIONS		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**	

	3	4
TYPE OF COURSE	General background	
PREREQUISITES	No	
LANGUAGE OF LECTURES AND EXAMINATION	GREEK	
COURSE OFFERED TO STUDENTS ERASMUS	NO	
COURSE WEBSITE (URL)	http://eclass.uowm.gr/	

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:
1) be familiar with the concept of crisis, as examined by sociology through its individual subjects and traditions, 2) have acquired knowledge of how they can take action to face it, 3) have understood the different approaches to crisis (consensus theories / conflict theories) through bibliography, 4) have been introduced to the use of methodological tools for crisis analysis, through case studies on education at international and Greek level, 5) have acquired skills of empowerment and counseling the social groups which are excluded from the educational process in crisis situations and, also, the teachers.

General skills

Students understand how the crisis changes social reality, the individual's relationship with society and institutions, but also the importance of having the right educational policy in crisis situations for social reconstruction.

COURSE CONTENTS

In this section, the crisis is analyzed sociologically, through the declaration of the main concepts and their definitions. Distinguishing the forms of crisis and their effects on social cohesion. Periodization and sociological approach of three major crises: (a) period of the Great Recession (1929-1932) (b) mid-1980s-1990s (c) 2008 to date. Special issues concerning the operation of institutions in crisis situations, with emphasis on education. Sociological theories of crisis: (1) Consensus theories: classical - neoclassical approach and structuralism (Merton's concept of lawlessness) (2) Conflict theories: Marxism and the Weberians (3) Micro-sociological studies of the Chicago School. For each school, one (at least) case study for the educational policy in crisis conditions is examined. Methodology and issues related to education in times of crisis, through international and Greek experience. Two sub-sections are examined: a) School and crisis b) Young people and crisis. The course focuses on rural and industrial areas, with the parallel utilization of studies from the crisis of the ’30s.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Support of learning process through the electronic platform e - class

TEACHING ORGANIZATION	***Activity***	***Semester Work Load (hours)***
	Lectures	39
	Seminars	6
	Collaborative tasks	7
	Group work	7
	Bibliography study and analysis	7
	Tutoring	4
	Interactive teaching	6
	Writing assignments	12
	Project	12
	Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: 1. Written examination at the end of the semester. 2. Oral examination at the end of the semester. 3. Homework. 4. Oral presentation of work. 5. Use of multiple bibliography. 6. Ensure transparency in student performance evaluation**.**

RECOMMENDED BIBLIOGRAPHY

- Bibli I., *Crisis, continuity and change. The women of Mesogeia-Attika 1930 - 1950*, Athens, Papazisis, 2020 (in Greek).
- Collective, *Quality methods in education. Theoretical reflections and practical applications*, Athens, Grigoris, 2020 (in Greek).
- Jahoda M., P F. Lasarsfeld and H. Zeisel, *The Unemployed of Marienthal. A sociological study on the effects of long-term unemployment*, N. Nagopoulos (prol.), N. Nagopoulos and N. Psoma (trans.), Ch. Bouris (ed.) Athens, Propompos, 2020 (in Greek).
- Mouchtouris A., *Observation. A tool of knowledge of the world*, Athens, Papazisis, 2020 (in Greek).
- Notes: Psimmenos I., *Ten sociology texts on the crisis*, Athens, 2021 (in Greek).
- P. Poulis*, Educational Law and Institutions*, 7th ed., Athens, 2014, Sakkoulas (in Greek).
- Papaioannou G., *Professional communities in Greece. The metallurgists of Larymna*, Athens, Papazisis, 2020 (in Greek).
- Psimmenos I. (ed.) (2017). *Special Section: Unveiling Domestic Work in Times of Crisis. Journal of Modern Greek Studies*, Volume 35, Number 1, May 2017, pp. 1-128. Johns Hopkins University Press.
- Sakellaropoulos Th., *Texts of Economic and Social History*, Athens, Dionikos, 2003 (in Greek).

0728O - Education and Modern Families

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0728O**	**SEMESTER**	5th
COURSE TITLE	EDUCATION and MODERN FAMILIES		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional, in-depth, free choice course
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek / English
COURSE OFFERED TO STUDENTS ERASMUS	Yes
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED454/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:
1. Uderstand the family as a socio-historical institution and as a core of education and learning.
2. Dvelop family theories from the 19th century until today.
3. Recognize the forms of family organization, the processes that take place and analyze their effects on the socialization of children and their adult members.
4. Distinguish the developments and structural changes of the family, family pluralism and the factors that the family environment influences the inclusion of children in school and shapes their educational success.
5. Highlight issues related to childhood, parenthood, intergenerational relationships, gender roles in the education and training of children.
6. Evaluate social policy measures for families and document with modern literature the evolution of social phenomena that are located in family contexts and shape them as learning spaces.
7. Identify the basic theoretical principles and approaches for connection, collaboration and communication between family, school, community and the wider social environment.
8. Ientify the interaction of the institutions of education and the family, highlighting the pedagogical cooperation between their institutions.

9. Organize the content and design of educational programs and activities with a family-centered approach to formal and non-formal forms of learning using multimodal material and a variety of pedagogical tools.
General skills
• Search, analysis and synthesis of data and information • Decision making • Project design and management • Understanding and interpretation of scientific theories and concepts from the field of education sciences • Transfer of scientific concepts to places of education for children, mainly preschool and school age • Understanding the various factors that co-shape social and educational reality • Autonomous and team work • Work in an international and interdisciplinary environment • Exercise criticism and self-criticism • Respect for diversity and multiculturalism • Demonstration of social, professional and moral responsibility and sensitivity to gender issues • Promoting free, creative and inductive thinking

COURSE CONTENTS

The content of the course concerns the understanding of family theories from the 19th century until today, its approach as a socio-historical institution and as a core of education and learning. The emergence of forms of family organization in modern society, the processes that take place and the analysis of their effects on the socialization of children and their adult members is a key aspect of this course. It is also important to distinguish between developments and structural changes in the family, family pluralism and the factors that the family environment influences the inclusion of children in school and shapes their educational success. The roles of the sexes in the education and upbringing of children, parenthood, intergenerational relationships, children as value, the adoption of social policy measures capable of improving the quality of life of children living in poverty and social exclusion and therefore less privileged family environments as areas of learning, are some of the topics to be developed and discussed in this course. The course will be completed through the analysis of the basic theoretical principles for the connection, cooperation and communication between family, school, community and the wider social environment, highlighting the potential of the socio-pedagogical role of school and family in the education of children, as well as design of educational programs and activities with a family-centered approach to formal and non-formal forms of learning with the use of multimodal material and a variety of pedagogical tools.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Slide show, internet use, e-class, e-mail

TEACHING ORGANIZATION

Activity	*Semester Work Load (hours)*
Lectures	39
Independent bibliography study	21
Preparation of individual and / or group work and cooperation with the teacher	20
Work presentation-Discussion-Feedback	20
Total Course	**100**

STUDENT EVALUATION

Evaluation language:

Assessment methods (weight % if it is necessary):

Evaluation criteria (weight % if it is necessary):

For the evaluation of students, the following are taken into account:
1. Their consequence in the obligations of the course.
2. The presentations of individual and / or group works.
3. The obligatory /exculpatory written essay.

RECOMMENDED BIBLIOGRAPHY

- Bengtson, V., Acock, A., Allen, K., Dilworth-Anderson, P., Klein, D. (eds) (2005). *Sourcebook of family theory & research*. Thousand Oaks: Sage Publications.
1. Biblarz, T.-J. &Gottainer, G. (2000). Family structure and children's success: A comparison of widowed and divorced single-mother families. *Journal of Marriage & Family,* 62 (2), 533-548.
- Booth, A. & Dunn, J.-F. (eds) (1996). *Family-School links. How do they affect educational outcomes*? Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.
- Brannen, J. & O' Brien, M. (eds) (1996). *Children in families*. London: The Falmer Press.
- Coltrane, S. (1998). *Gender and families*. Thousand Oaks, California: Pine Forge Press.
- Epstein, J.-L. (1995). *School-family-community partnerships: Caring for the children we share*. Phi Delta Kappan, 76 (9), 701-712.
- Ingoldsby, B.-B., Smith, S.-R., Miller, J.-E. (2004). *Exploring family theories*. Los Angeles, California: Roxbury Publishing Company.
- Jackson, S. & Jones, J. (eds.) (1998). *Contemporary feminist theories*. Edinburgh: Edinburgh University Press.
- Muncie, J., Wetherell, M., Langan, M., Dallos, R., Cochrane, A. (επιμ.)(2009). *Family. The study and the comprehension of family life* (ed. Th. Dragona). Athens: Metechmio.

- Mylonakou-Keke, I. (2009). *Collaboration between school, family and community. Theoretical approaches and practical applications*. Athens: Papazisi (in Greek).
- Mylonakou-Keke, I. (2019). *School, family and community. Cooperation, empowerment and development*. Athens: Armos (in Greek).
- Nova-Kaltsouni, Ch. (2018). *Family & family relationships*. Αθήνα: Gutenberg (in Greek).
- Pliogou, V. (2011). Approaching the differentiation through the depiction of families in the textbooks of Literature in the Greek Primary School. *Texts: Electronic Journal of Children's Literature, University of Thessaly,* 14, 1-18. Available at: http://keimena.ece.uth.gr/main/t14/03_Pliogkou_el.pdf (in Greek)
- Pliogou, V. (2016). Students' perceptions about the factors that affect the educational success of children from single parent families. *Theory and Research in Educational Sciences,* 7, 73-100. Retrieved from: http://periodiko.inpatra.gr/issue/issue7/ (in Greek)
- Pliogou, V., Zaragas, Ch., Sofologi, M. (2020). Perceptions of primary education teachers on the impact of single parenthood on the educational success of students: Pedagogical proposals. Institute of Educational Policy, Journal "Mentor", 17-18, 244-273. Available at: http://www.iep.edu.gr/library/images/uploads/psifiako_yliko/mentoras/issue17-18/%CE%9C%CE%AD%CE%BD%CF%84%CE%BF%CF%81%CE%B1%CF%82_%CE%A4%CE%B5%CF%8D%CF%87%CE%B7_17-18.pdf (in Greek)
- Pliogou, V. (2015). Early Childhood and Primary Education teachers' professional development and family pluralism. Proceedings in the International Conference of European OMEP entitled *"Current trends in the development of Early Childhood Education and Care in the world".* Moscow State Pedagogical University, Moscow 24-25 September, pp. 217-223.
- Pliogou, V., Sakellariou, M., Zaragas, C. (2016). The challenging role of early childhood and primary school teachers as counselors: a literature review. Powell, S. and Hryniewicz, L. (eds). Proceedings in the International Conference of European OMEP entitled *"The place of the Child in the 21st Century Society"*. Canterbury Christ Church University, Canterbury 5-7 May, pp.121-129. Διαθέσιμο στην: https://www.canterbury.ac.uk/education/conferences-events/omep-2016/assets/omep-conference-proceedings.pdf
- Fthenakis, V. (ed.) (2017). *The family as a place of learning. Towards a pedagogical collaboration from the first steps of the child*. Athens: Patakis (in Greek).
- White, J.- M., Klein, D.-M. (2002). *Family theories.* Thousand Oaks, California: Sage Publications.

- **SCIENTIFIC JOURNALS**:
  - Journal of Family Studies. Published by: Routledge, Taylor&FrancisGroup.https://www.tandfonline.com/toc/rjfs20/current
  - Journal of Family Issues. Published by: Sage Journals. https://journals.sagepub.com/home/jfi

(A.T.E.) 0731O – Curriculum and sustainable development in Early Childhood and Primary Education

GENERAL

FACULTY	**Humanities and Social Sciences**		
DEPARTMENT	**Early Childhood Education**		
LEVEL OF STUDY	**Undergraduate – 1st Cycle**		
COURSE CODE	**0731O**	**SEMESTER**	**5th**
COURSE TITLE	**Curriculum and sustainable development in Early Childhood and Primary Education**		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4
TYPE OF COURSE	Optional	
PREREQUISITES		
LANGUAGE OF LECTURES AND EXAMINATION	Greek, English	
COURSE OFFERED TO STUDENTS ERASMUS	Yes	
COURSE WEBSITE (URL)		

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

- Name the main features of the curricula
- Describe the organization and evaluation of curricula based on existing learning theories
- Identify directions of curricula that contribute to the cultivation of active citizenship
- Document with modern literature the necessity of the existence of sustainable development within the curricula
- Describe ways of enriching curricula based on the key elements of sustainable development
- Define the role of curricula in the all-round development of students
- Define the role of the curricula in ensuring the rights of students
- Record the desired cognitive load of sustainable development within the curricula
- Identify elements of reflection and adaptability of curricula regarding contemporary social and environmental challenges
- Define the role of curricula in establishing the school as a promoter of human values and social development

General skills

Independent Work
Respect for diversity and multiculturalism
Research and exploitation of data, sources, and documents
Organization of scientific papers, with critical thinking and proper documentation

Critical thinking and self-reflection
Promoting free, creative, and inductive thinking
Demonstration of social, professional, and moral responsibility
Decision-making
Adaptability
Understanding the various factors that co-shape the social and educational reality
Working in an international environment

COURSE CONTENTS

The content of the course refers to the examination of the curricula as the main factors shaping everyday teaching and their interconnection with sustainable development. The conceptual framework of the curricula and the theoretical background based on which they are structured are defined. The importance of the curricula for determining the qualitative and quantitative characteristics of the knowledge offered is analyzed. The role of the various types of curricula in the cultivation of students' skills and their contribution to the all-round development of children is highlighted, along with the hidden curriculum. Sustainable development is examined as a field of knowledge within the curricula and as a factor for their formation. As well as the role of current pedagogical models such as democratic education and critical pedagogy is analyzed regarding the formulation of curricula and the implementation of sustainable development direction within them. The role of the curricula as a factor in protecting children's rights and enhancing their participation in the overall effort for sustainable development is analyzed. The desired degree of reflection within the curricula is determined for the learning process to adapt to the continuous transformations recorded at all levels in today's era. All elements of the curricula that allow the school to be the protector of human values and social development are identified.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	**Direct Instruction**
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	**Use of ICT in teaching (PC, projector, internet, smartphones)** **Use of ICT for communicating with students (email/eclass/zoom)**
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Homework/presentation of individual dissertation project	20
Literature review	20
Exam preparation	21
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek, English 1. Written examinations at the end of the semester

	2. Homework (individual dissertation project) 3. Presentation of the individual dissertation project

RECOMMENDED BIBLIOGRAPHY

- Apple, M. (2006). *Ideology and curricula.* Thessaloniki: Paratiritis. [In Greek: Apple, M. (2006). *Ιδεολογία και αναλυτικά προγράμματα*. Θεσσαλονίκη: Παρατηρητής.]
- Vrettos, G., & Kapsalis, A. (1999). *Curricula. Theory, research and practice*. Athens: Diadrasi. [In Greek: Βρεττός, Γ., & Καψάλης, Α. (1999). *Αναλυτικά προγράμματα. Θεωρία, έρευνα και πράξη*. Αθήνα: Διάδραση.]
- Grolios, G. (2005). *Paulo Freire and the curriculum*. Thessaloniki: Vanias. [In Grek: Γρόλλιος, Γ. (2005). *Ο Paulo Freire και το αναλυτικό πρόγραμμα*. Θεσσαλονίκη: Βάνιας.]
- Zachariou, A. (2005). *Environmental education and curriculum.* Athens: Parikos Publications. [In Greek: Ζαχαρίου, Α. (2005). *Περιβαλλοντική εκπαίδευση και αναλυτικό πρόγραμμα.* Αθήνα: Εκδόσεις Παρίκος.]
- Hadjichambis, A. C., Reis, P., Paraskeva-Hadjichambi, D., Činčera, J., Boeve-de Pauw, J., Gericke, N., & Knippels, M. C. (2020). *Conceptualizing environmental citizenship for 21st century education, environmental discourses in science education (Vol. 4).* Cham, Switzerland: Springer Open.
- Henderson, J. (2015). *Reconceptualizing curriculum development: Inspiring and informing action*. New York: Routledge.
- Ioannidou-Koutselinis, M. (2001). *Program development. Theory-research-practice.* Athens: Pedio. [In Greek: Ιωαννίδου-Κουτσελίνη, Μ. (2001). *Ανάπτυξη Προγραμμάτων. Θεωρία-έρευνα-πράξη*. Αθήνα: Πεδίο.]
- Kanelaki, S., Maridaki-Kassotaki, A., Papavassiliou, V. (2010). *Thought processes in school and the environment*. Athens: Pedio. [In Greek: Κανελάκη, Σ., Μαριδάκη-Κασσωτάκη, Α., Παπαβασιλείου, Β. (2010). Διεργασίες σκέψης στο σχολείο και το περιβάλλον. Αθήνα: Πεδίο.]
- Kapsalis, A., & Charalambous, D. (2007). *Textbooks. Institutional development and contemporary problems*. Athens: Metaichmio [In Greek: Καψάλης, Α., & Χαραλάμπους, Δ. (2007). *Σχολικά Εγχειρίδια. Θεσμική εξέλιξη και σύγχρονη προβληματική*. Αθήνα: Μεταίχμιο.]
- Kopnina, H. (2020). Education for the future? Critical evaluation of education for sustainable development goals. *The Journal of Environmental Education, 51*(4), 280-291.
- Kopnina, H., & Shoreman-Ouimet, E. (Eds.). (2015). *Sustainability: Key issues*. London: Routledge.
- Mclachlan, C., Fleer, M., & Edwards, S. (2017). *Curricula for preschool and early school age. Design, evaluation and implementation*. Athens: Gutenberg. [In Greek: Mclachlan, C., Fleer, M., & Edwards, S. (2017). *Αναλυτικά προγράμματα προσχολικής και πρώτης σχολικής ηλικίας. Σχεδιασμός, αξιολόγηση και εφαρμογή*. Αθήνα: Gutenberg.]
- Ntoliopoulou, E. (2003). *Modern programs for preschool children*. Athens: Typothito. [In Greek: Ντολιοπούλου, Ε. (2003). *Σύγχρονα Προγράμματα για παιδιά προσχολικής ηλικίας.* Αθήνα: Τυπωθήτω.]
- Papavassiliou, V. (2018). *Sustainable development and education.* Athens: Interaction. [In Greek: Παπαβασιλείου, Β. (2018). *Αειφόρος ανάπτυξη και εκπαίδευση*. Αθήνα: Διάδραση.]
- Pliogou, V., & Karakatsani, D. (2020). *Modern trends in pedagogical theory and practice. Democracy-politico-heterogeneity*. Athens: Gutenberg Publications. [In Greek: Πλιόγκου, Β., & Καρακατσάνη, Δ. (2020). *Σύγχρονες τάσεις στην παιδαγωγική θεωρία και πρακτική. Δημοκρατία-πολιτειότητα-ετερογένεια*. Αθήνα: Εκδόσεις Gutenberg.]

- Potter, J. (2003). *Active citizenship in schools: a good practice guide to developing a whole school policy*. London: Routledge.
- Rieckmann, M. (2017). *Education for sustainable development goals*: Learning objectives. Paris: Unesco Publishing.
- Shallcross, T., Robinson, J., Pace, P., Wals, A. (2009). *Creating sustainable school environments.* Thessaloniki: Epicenter. [In Greek: Shallcross, T., Robinson, J., Pace, P., Wals, A. (2009). *Δημιουργώντας Βιώσιμα Σχολικά Περιβάλλοντα*. Θεσσαλονίκη: Επίκεντρο.]
- Tsiokos, G., Rizou, P., Karatasios, G. (2020). *Sustainable school for sustainable development*. Thessaloniki: Germanos. [In Greek: Τσιόκος, Γ., Ρίζου, Π., Καρατάσιος, Γ. (2020). *Αειφόρο σχολείο για βιώσιμη ανάπτυξη*. Θεσσαλονίκη: Γερμανός.]
- Flouris, G. (2000). *Curricula for a new era in education*. Athens: Grigoris Publications. [In Greek: Φλουρής, Γ. (2000). *Αναλυτικά προγράμματα για μια νέα εποχή στην εκπαίδευση*. Αθήνα: Εκδόσεις Γρηγόρη.]
- Wals, A. E., & Corcoran, P. B. (Eds.). (2012). *Learning for sustainability in times of accelerating change*. Wageningen: Wageningen Academic Publishers.
- Wals, A. E. (Ed.). (2007). *Social learning towards a sustainable world: Principles, perspectives, and praxis*. Wageningen: Wageningen Academic Publishers.
- Webster, K. &Johnson, C. (2011) *Logic and sustainability: Educating for a low-carbon society.* Thessaloniki: Epikentro. [In Greek: Webster, K. & Johnson, C. (2011) *Λογική και αειφορία: Εκπαιδεύοντας για μια κοινωνία χαμηλού άνθρακα*. Θεσσαλονίκη: Επίκεντρο.]
- Wiles, J. (2009). *Leading curriculum development*. Thousand Oaks, CA: Corwin Press.
- Wortham, S. C. (2002). *Early childhood curriculum: Developmental bases for learning and teaching* (3rd ed.). New Jersey: Merrill Prentice Hall.
- Ministry of Education, Lifelong Learning and Religious Affairs & I-RED (Institute for Rights Equality and Diversity) (2011). *An action plan to prevent and/or combat racism and discrimination of all kinds, to highlight the importance of diversity and to combat violence in schools*. Available at: http://www.i-red.eu/?i=institute.el.projects.78 [In Greek: Υπουργείο Παιδείας, Δια Βίου Μάθησης και Θρησκευμάτων & I-RED (Institute for Rights Equality and Diversity) (2011). *Σχέδιο δράσης για την πρόληψη ή/και την καταπολέμηση του ρατσισμού και των διακρίσεων κάθε είδους, για την ανάδειξη της σημασίας της διαφορετικότητας καθώς και για την καταπολέμηση της βίας στα σχολεία*. Διαθέσιμο στο: http://www.i-red.eu/?i=institute.el.projects.78]
- Hadjigeorgiou, I. (2003). *Proposal for a modern curriculum. A holistic-ecological approach*. Athens: Atrapos. [In Greek: Χατζηγεωργίου, Ι. (2003). *Πρόταση για ένα σύγχρονο αναλυτικό πρόγραμμα. Μια ολιστική-οικολογική προσέγγιση*. Αθήνα: Ατραπός]
- Hatzichristou, C. (ed.) (2008). *Social and emotional education at school: Educational material for teachers and students*. Athens: Typothito. [In Greek: Χατζηχρήστου, Χ. (επιμ.) (2008). Κοινωνική και συναισθηματική αγωγή στο σχολείο: Εκπαιδευτικό υλικό για εκπαιδευτικούς και μαθητές. Αθήνα: Τυπωθήτω.]

Scientific Journals:

- Journal of Curriculum and Instruction http://www.joci.ecu.edu/index.php/JoCI
- Review of Educational Research https://journals.sagepub.com/home/rer
- Journal of the Learning Sciences https://www.tandfonline.com/toc/hlns20/current
- International Journal of Early Childhood: https://link.springer.com/journal/13158
- Journal of Intercultural Education https://www.tandfonline.com/toc/ceji20/current
- European Early childhood Education Research Journal https://www.tandfonline.com/toc/recr20/current
- Journal of Curriculum Studies https://www.tandfonline.com/toc/tcus20/current
- Journal of Education for Sustainable Development https://journals.sagepub.com/home/jsd
- Education, Citizenship and Social Justice https://journals.sagepub.com/home/esj

- Sustainable development https://onlinelibrary.wiley.com/journal/10991719
- Sustainability https://www.mdpi.com/journal/sustainability

09050 – Introduction to Sociolinguistics

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	09050	**SEMESTER**	5th
COURSE TITLE	Introduction to Sociolinguistics		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	General knowledge
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes (in English, as a reading course)
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED484/

LEARNING OUTCOMES

After successful completion of the course, students will:

- Understand basic sociolinguistic concepts.
- Be familiar with different approaches to sociolinguistic research.
- Recognize the ways in which communication circumstances and social relationships can shape speakers' linguistic choices and vice versa.
- Recognize basic dimensions of sociolinguistic diversity.
- Distinguish social inequalities related to certain uses of language.
- Manage sociolinguistic inequalities within the context of school.
- Demonstrate sensitivity towards linguistic difference both as speakers and as educators.

General skills

- Apply knowledge in practice
- Work autonomously
- Work in teams
- Wok in an interdisciplinary team

- Demonstrate social, professional and ethical commitment and sensitivity to gender issues
- Appreciate diversity and multiculturalism
- Be critical and self-critical
- Make decisions
- Advance free, creative and causative thinking
- Generate new research ideas
- Research ethics

COURSE CONTENTS

Sociolinguistics studies the relationship between language and society. It is interested in explaining why we speak/write differently depending on various social contexts. Examining the way people use language in different social contexts provides information about the way language functions, as well as about the social relationships within a community, and the ways people present and construct aspects of their social identity through their language. The course aims at familiarizing students with the multidimensional relationship of language and the social context in which it is used. Through examples from written, spoken and multimodal discourse, we will explore the following topics: (a) social factors (e.g. gender, age, social class, regional / ethnic identity) which affect language use, (b) regional and social dialects, (c) language change, code switching and code mixing (d) monolingualism, bilingualism, diglossia, and multilingualism, (e) language maintenance and shift, (f) language ideologies, and (g) sociolinguistics and education.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face-to-face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Teaching: PowerPoint presentations Communication with students: e-class, email Evaluation: submission of coursework on e-class
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	26
Practical application and exercises	14
Exercises portfolio	20
Individual research and study	10
Preparation for exams	30
Total Course	**100**

STUDENT EVALUATION	• Exam at the end of the semester (100%) • Exercises portfolio (extra credit)

RECOMMENDED BIBLIOGRAPHY

- Deckert, S.K. & Vickers, C.H. (2011). An introduction to sociolinguistics: Society and identity. London: Continuum.
- Holmes, J. (2013). An introduction to sociolinguistics. 4th edition. Abingdon: Routledge.
- Wardhaugh, R. (2006). An introduction to sociolinguistics. 5th edition. Oxford: Blackwell Publishing.

Scientific journals:

- International Journal of Bilingualism
- International Journal of the Sociology of Language
- Journal of Multilingual and Multicultural Development
- Journal of Sociolinguistics
- Language in Society
- Multilingua: Journal of Cross-Cultural and Interlanguage Communication
- Discourse & Society
- Sociolinguistic Studies

(A.T.E.) 0923O - Making the most of digital storytelling in order to advance literacy

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0923O**	**SEMESTER**	5
COURSE TITLE	Making the most of digital storytelling in order to advance literacy		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	General background
PREREQUISITES	NO
LANGUAGE OF LECTURES AND EXAMINATION	GREEK
COURSE OFFERED TO STUDENTS ERASMUS	No
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/

LEARNING OUTCOMES

Level 6 (1st Cycle)

This course treats the use of digital storytelling in promoting literacy. In particular, it will be presented the improvement of literacy via digital storytelling – recollection, comprehension, oral understanding, alphabetical knowledge, vocabulary, reading skills, creative writing. The aim of this course is to set the basis for a critical examination of the way we understand emerging literacy in this digital age, as well as the evolution of the general framework that literacy evolution takes place.

After successful completion of the course, students will be able to:
- Recognise aspects of literacy in oral and written speech
- Determine the circumstances of digital read alouds
- Choose /evaluate digital stories and take advantage of them via shared digital story telling
- Make use of digital storytelling in the framework of literacy promotion

General skills

Working in an interdisciplinary environment
Promotion of free, creative, and inductive reasoning
Research, analysis and synthesis of data and information via the use of new technologies

COURSE CONTENTS

- Emergent literacy and digital stories
- Listening conditions of e-books
- Shared reading of digital stories
- Recall and comprehension of digital stories
- Digital stories as electronic alphabet books
- Vocabulary enhancement through digital stories
- Digital stories and reading skills
- Digital storytelling and Creative Writing

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching and communication with students

TEACHING ORGANIZATION	***Activity***	***Semester Work Load (hours)***
	Lectures	39
	Team – Lab activities	11
	Individual research and studying (bibliography research)	20
	Exam preparation (projects)	30
	Total Course	**100**
STUDENT EVALUATION	**Evaluation language**: **Assessment methods** (weight % if it is necessary): Written examination (50%) Individual project (50%) **Evaluation criteria** (weight % if it is necessary):	

RECOMMENDED BIBLIOGRAPHY

- Dinas, K. & Gkantia, E. (2019). The effect of enhanced features of interactive digital stories on their recall by preschool children. *i-teacher, 19* (2019), p.p. 99-109. (in Greek)
- Dinas, K. & Gkantia, E. (2019). The contribution of digital stories to enhancing reading skills. *Neos Pedagogos, 15* (2019), p.p. 228-237. (in Greek)
- Gkantia, E. & Dinas, K. (2018). Contribution of printed and electronic alphabet books to phonological awareness and alphabet knowledge. 4th International Conference for the Promotion of Innovation in Education, Larisa, October 12-14, 2018, Conference Proceedings, p.p.1123- 1132. (in Greek)
- Gkantia, E. & Dinas, K. (2019).Traveling with ICT: From phonological awareness to creative writing and digital story. *i-teacher, 19*(2019), p.p. 353-361. (in Greek)
- Gkantia, E. & Dinas, K. (2020). Augmented reality and development of alphabet knowledge. *Educationext, 3* (February 2020), p.p. 124-135. (in Greek)
- Goti, E. *Preschoolers' language skills under the view of emergent literacy: Contribution of texts*. Phd Thesis. Florina: Department of Early Childhood Education, 2010. (in Greek)
- Javorsky, K. & Trainin, G. (2014). *Teaching young readers to navigate a digital story when rules keep changing.* The Reading Teacher.
- Moody, A. K., Justice, L. M., & Cabell, S. Q. (2010). Electronic versus traditional storybooks: Relative influence on preschool children's engagement and communication. *Journal of Early Childhood Literacy, 10* (3), 294-313.
- Salaberry, M. R. (2001). The use of technology for second language learning and teaching: a retrospective. *The Modern Language Journal, 85*, 39-56.
- Smeets, D. & Bus, A. (2012).Interactive electronic storybooks for kindergartners to promote vocabulary growth. *Journal of Experimental Child Psychology, 112*(1), 36-55.
- Yokota, J., &Teale, W. (2014). Picture books and the digital world: Educators making good choices. *The Reading Teacher*, 67 (8), 577-585.

- **SCIENTIFIC JOURNALS**:

  - The Reading Teacher, Journal of Early Childhood Literacy, Journal of Experimental Child Psychology, i-teacher, Neos Pedagogos

1007O – Book Arts

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1007O**	**SEMESTER**	5ο
COURSE TITLE	**Book Arts**		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**	
		4	
TYPE OF COURSE	Optional		
PREREQUISITES	No		
LANGUAGE OF LECTURES AND EXAMINATION	Greek		
COURSE OFFERED TO STUDENTS ERASMUS	No		
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED416/		

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

1) have specialised knowledge of the technique, tools, terminology of the book's main traditional arts (handmade bookbinding and printing) and is aware of their contribution to the service of the production, distribution, readability and preservation of the written text over time, as well as the determining effect of traditional reproductions of the printed paper, as well as the decisive impact of traditional reproductions of the paper on modern technological methods (ability)
2) be able to create (printing - bookbinding) a book according to all printing, bibliographic and technical rules (ability)
3) be able to distinguish and appreciate a good edition, discover new bookbinding techniques (for children - adults), their educational and artistic value and examine whether they serve the reader and reading (skills)
4) develop manual skills in the use of printing and bookbinding methods, materials, tools and instruments (skills)
5) combining and planning new original bindings practices, tailored to the needs and the aesthetics of the student's new generation on the way, transfer and read the printed text (ability)
6) work with his/her fellow students in organizing a variety of binding actions in schools to enhance education for the book (skills)
7) analyzes and recommends "the book as an object, in order to be loved and as text through project and in co-operation with public or private entities that serve the book (ability)

General skills

Autonomous work
Teamwork
Working in an interdisciplinary environment
Production of new research ideas
Promoting free, creative and inductive thinking
Adapt to new situations

COURSE CONTENTS

The relationship of the student with the book as an object. Experiential acquaintance with the arts and techniques of producing a book and application of new knowledge in the school environment.

i. Construction of learning handmade bookbinding book (lab)
ii. Learning traditional publishing-Printing text with the typesetting technique
iii. Bookbinding and traditional tools
v. Publishing and technical terms and ethics
vi. Custom handmade bookbinding for pre-school students
vii. Practical application of their knowledge to nursery schools

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face-to-face in the Laboratory of Education on the Book
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	The theory is supported by powerpoint displayed in each course as well as online Internet connections to view related videos, visits to related websites and virtual tours. Up-to-date information material to better understand the material of the course to e-class. Contact via e-mail, e-class, zoom, skype
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Laboratory exercises	50
Educational performance	11
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek Workshop final work (construction) (60%) Practical application to nursery schools and participation in actions of the workshop during the semester (40%)

RECOMMENDED BIBLIOGRAPHY

- Bolter, J. D. (2004). *The transformations of writing: computers, hypertext and reformations of typography, Athens: Metexmio.* (in Greek)
- Bringhurst, E. (2004). *Elements of typographical art, Athens: University Publications of Crete* (in Greek)
- Battershall, Fl. (2011). *The History and Technique of Gold Tooling - A Classic Article on the History and Methods of Bookbinding,* London: Read Books Ltd.
- Cambras, J. (2004). *The Complete Book of Bookbinding,* New York: Lark Books.
- Cockerell, D. (2016). *Bookbinding and the Care of Books,* New York: Dover Publications, Inc
- Dane, J. A. (2012). *What is a book? The story of early printed books,* Norte Dame, Indiana: University Norte Dame Press.
- Peacock, J. (1997). *Book production, Athens: Ion.* (in Greek)
- Yanaris, A. & Yaniaris, F. (1983). *Bookbinding: art and technique,.* Athens: EOMMEX. (in Greek)
- Do Douni, K. (2010). *The art and technique of bookbinding,* Athens: Benaki Museum. (in Greek)
- Leggas, B. (2006). *Art of the book*, Athens: Editions of Phinica. (in Greek)
- M Maragoudakis, Th. (2009). *The bookbinding,* Athens: Editions of Phinica. (in Greek)

- **SCIENTIFIC JOURNALS**:

- Printing History (https://printinghistory.org/publications/printing-history/)
- Journal of the Printing Historical Society (https://printinghistoricalsociety.org.uk/publications/
- Bookbinder (https://www.societyofbookbinders.com/publications/bookbinder/

1020O – Creative Writing and Children's Literature

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	1020O	**SEMESTER**	5th
COURSE TITLE	Creative Writing and Childrens' Literature		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	
TYPE OF COURSE	Optional	
PREREQUISITES	No	
LANGUAGE OF LECTURES AND EXAMINATION	Greek	
COURSE OFFERED TO STUDENTS ERASMUS	No	
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED390/	

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

- Highlight the role and functions of Creative Writing activities in the classroom
- Note that Creative writing, with the necessary alterations on its methodology, is being utilized in the fields of teaching
- Learn about theory of Children's Literature.
- Know the evolution of the children's book.
- Choose children's literature books for use in the classroom.
- Know the utilization of literature and Creative Writing in the modern Greek school in general and in pre-school education in particular.
- Use and adapt narrative techniques for learning and teaching purposes.
- Use Creative Writing activities in the Kindergarten related to children's literary texts.
- Experiment in creating their own children's literary texts.

General skills

Teamwork, Research new ideas, Search, analysis and synthesis of data and information, using the necessary technologies, Promoting creative and inductive thinking

COURSE CONTENTS

Children's Literature. Children's Book: From writing to publishing. Teaching of children's literature in kindergarten. Teaching through literature in preschool and early school age. The role of illustration in the children's book. Creative writing and education. Creative Writing in the Greek educational reality. Differentiation of speech production and creative writing. Curricula and Literature.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	In classroom
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Slide show, video courses, eclass, email

TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Practice-Writing exercises	21
Preparation for the exams-Final exams	40
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods** (weight % if it is necessary): exams, Writing Exercises **Evaluation criteria** (weight % if it is necessary): exams, Writing Exercises

RECOMMENDED BIBLIOGRAPHY

- Gavriilidou, S. (2018). Publishers, books, children, University Studio Press. (in Greek)
- Kanatsouli, M. (2014) Secrets, lies, dreams and othes. Literature for readers of pre-school education, University Studio Press. (in Greek)
- Nodelman, P. (2009) Words for pictures. The Narrative Techniques for children's illustrated book. Athens: Patakis. (in Greek)
- Tsilimeni, T. Kontaxi, El. (2020) Introduction to European children's and adolescent literature, Athens: Ropi. (in Greek)
- Papantonakis, G. D. (2000). Codes and narrative programs in children's books. Athens: Patakis. (in Greek)
- Vakali, A. (2014) The written speech in primary and secondary education after 1975: essays and Creative Writing, unpublished thesis, Florina. (in Greek)
- Kotopoulos, T. From reading to literary reading and the playful mood of the Creative Writing, Athens, Ion, 21- 36. (in Greek)
- Kotopoulos, H, Triantafyllos, Vakali P. Anna, Zografou, Maria. The Creative Writing in nursery school, Thessaloniki: Epikentro 2013. (in Greek)
- Kotopoulos, H. Triantafyllos, The "legalization" of Creative Writing, Keimena 15, September 2015, http:// keimena. ece.uth. gr/main/index.php? view= article& catid=59%3Atefxos15&id=257%3A15- kotopoulos&option=com_content&Itemid=95. (in Greek)
- Ntioudi, A. (2012), The history of Creative Writing. Practice and teaching in modern Greek reality until 2011 (Unpublished Bachelor's thesis), Florina: University of Western Makedonia, Faculty of education. (in Greek)
- Passia, A. Mandilaras, F. (2001), Creative Writing Workshop for Children, Athens: Patakis. (in Greek)
- Propp, V. (1991), Morphology of the Folktale, Athens: Kardamitsa. (in Greek)
- Rodari, T. (1994), The Grammar of Fantasy, Athens: Tekmirio. (in Greek)
- Souliotis, M. (1995), The Alphabet of the poetry, Thessaloniki: Dedousi. (in Greek)
- Souliotis, M. (2009) Do you leave me fifty drachmas for cigarettes? Thessaloniki: University of Macedonia Press. (in Greek)

- Filippopoulou, E. (2013) The creative writing in Greece: 2012-2013 (Unpublished Bachelor's thesis) Florina: University of Western Makedonia, Faculty of education. (in Greek)
- Winnicot, D. (2009). The child, the game and the reality. Athens: Kastaniotis. (in Greek)
- Wolf, M. (2007). The Proust and the squid. How the brain learned to read. Translation: Vilelmini Sosoni- Daskalaki. Athens: Patakis.
- Yates, Sally κ.αλ. (2009) Understanding children's literature, Athens: Metaihmio (in Greek)
- Lukens, R. *A (*1995). *Critical Handbook of Children's Literature*. New York: Harper Collins College Publishers.
- Kaufman, J. C. (2012). *Counting the muses: Development of the Kaufman Domains of Creativity Scale (K-DOCS)*. *Psychology of Aesthetics, Creativity, and the Arts, 6(4)*, 298–308. Retrieved from https://doi.org/10.1037/a0029751 [30/07/2017].
- Boden, M. (2005/1990[1]). The creative mind: Myths and mechanisms. London: Routledge.

(A.T.E.) 1309O - Thinking through the content of teaching

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1309O**	**SEMESTER**	5th
COURSE TITLE	Thinking through the content of teaching		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek / English
COURSE OFFERED TO STUDENTS ERASMUS	Yes
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED467/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

1) define the conceptual framework of teaching thinking according to the principles of 21st century education
2) identify the particular characteristics of the types of thinking that are mainly associated with teaching and learning
3) understand the contribution of Information and Communication Technologies (ICT's) as tools of added value for teaching thinking
4) explore creative ways of integrating the principles of international educational programs into lesson plans concerning the development of thinking in the early childhood classroom

General skills

- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Working in an international environment
- Work in an interdisciplinary environment
- Production of new research ideas
- Project design and management
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Exercise reflection and self-reflection
- Promoting free, creative and inductive thinking

COURSE CONTENTS

1. Teaching thinking in the 21st century education
2. Creativity and Creative Thinking through the educational use of ICT's
3. Critical Thinking
4. Problem Solving through the educational use of ICT's (Multimedia applications)
5. Cultivating lateral thinking through educational technology (De Bono's "Six Thinking Hats")
6. Creating Cultures of Thinking through educational technology
7. Using ICT's to develop a thoughtful culture in classroom
8. "Habits of the Mind"
9. Multiple Types of Intelligence ". The use of ICT's as advocates of understanding
10. "Design Thinking" through ICT's

11. Strategic Thinking through ICT's 12 & 13. Planning learning scenarios for using ICT's to teaching thinking in the early childhood classroom

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Interactive presentation, Case studies, Discussion, Implementation of theoretical knowledge in practice
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Presentation Software, Shared Documents, Padlet
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Group activities	31
Personal Study	30
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods** (weight %): Written examination 60%. Successful completion of required assignments 40% **Evaluation criteria** (weight %): Student participation during class sessions and with course assignments

RECOMMENDED BIBLIOGRAPHY

- **SCIENTIFIC JOURNALS**:

- Costa, A. L., Kallick, B. (2008). *Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success*. Alexandria,Va: Association for Supervision and Curriculum Development. http://www.ascd.org/Publications/Books/Overview/Learning-and-Leading-with-Habits-of-Mind.aspx
- De Bono, Ed. (1985). *Six Thinking Hats*: The De Bono Group. Available at https://www.debonogroup.com/services/core-programs/six-thinking-hats/
- Dede, C. (2009). *Comparing Frameworks for "21st Century Skills"*. Harvard Graduate School of Education. Available at http://www.watertown.k12.ma.us/dept/ed_tech/research/pdf/ChrisDede.pdf
- Eurydice. (2011). *Key data on Learning and Innovation through ICT at School in Europe 2011*. Brussels: European Commission. Available at https://op.europa.eu/en/publication-detail/-/publication/8f864668-0211-4a40-bc14-65bf1a97b6a8

- Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. NY: Basic Books. https://www.academia.edu/36707975/Frames_of_mind_the_theory_of_multiple_inteligences .
- Jonassen, D.H. (2000). Computers as Mindtools for Schools: engaging critical thinking, 2nd Edn. Upper Saddle River: Prentice Hall.
- Kampylis, P. (2010). Fostering Creative Thinking: The Role of Primary Teachers. Academic Dissertation of the Faculty of Information Technology of the University of Jyväskylä, Finland. Available at https://jyx.jyu.fi/bitstream/handle/123456789/24835/Kampylis_Panagiotis_screen.pdf?seque
- Keengwe, J., Onchwari, G., Wachira, P. (2008). The use of computer tools to support meaningful learning. *Association for the Advancement of Computing in Education Journal, 16* (1), 77-92. Available at https://www.researchgate.net/publication/255664048_The_Use_of_Computer_Tools_to_Support_Meaningful_Learning
- National Education Association (NEA). (2010). Preparing 21st Century students for a global society: An educator's guide to the "four Cs". Available at http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf
- Ritchhart, R. (2015). Creating Cultures of Thinking. The 8 Forces We Must Master to Truly Transform Our Schools. San Francisco: Jossey-Bass. Available at http://www.pz.harvard.edu/resources/creating-cultures-of-thinking-the-8-forces-we-must-master-to-truly-transform-our-schools

1904O - Theater Plays Organization

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1904 O**	**SEMESTER**	5th
COURSE TITLE	Theater Plays Organization		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**

TYPE OF COURSE	Optional, Skills Development, Specialization
PREREQUISITES	None
LANGUAGE OF LECTURES AND EXAMINATION	Greek (French-English)
COURSE OFFERED TO STUDENTS ERASMUS	Yes
COURSE WEBSITE (URL)	http://eclass.uowm.gr/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to prove knowledge and understanding of topics in matters of Organizing Theater Performances. These will be based on their general post-secondary education and will be supported by high quality scientific books. Their knowledge will also include theories that stem from modern developments in this field. Students will be able to use the knowledge they have acquired with an approach that will prove a relevant professional approach to the subject of kindergarten teacher or, in general, their profession. They will also have skills that will be proven by developing and supporting arguments and problem solving within their cognitive pedagogical field. Students will have the ability to gather and interpret relevant elements of the general Pedagogical Science to make judgments and reflections on related artistic, social, scientific or ethical issues. They will also be able to convey views, ideas, information, questions and solutions to both specialized and non-specialized audiences. Finally, they will be able to develop those knowledge acquisition skills, exactly what they need to pursue postgraduate or other studies without the help of previous teachers or relevant textbooks.

General skills

In the course of "Theater Plays Organization" at the end of the semester, students will be able to design and manage directing and production of plays in their workplace. They will also be able to work in a specific interdisciplinary environment, recognizing and accepting the obstacles and the positives of this level of work. At the same time, they will be able to work as a team during school presentations, since throughout the semester, by the help of their teacher, they will have realized the value of teamwork. In this context, they will be able to make important decisions, which will often be extremely important, both for themselves and for their objects of work, ie infants. At the same time, they will be able to adapt to ever-changing situations, due to the fact that they will operate in a highly competitive professional environment of stage direction, where the promotion of inductive, creative and free study will prevail. They will also learn to respect the multiculturalism and diversity of infants who work on theater stage, their parents, and their colleagues. They will not overlook the fact that they will often have to work in an international environment, because modern living conditions in theater gradually impose it on all educators. They will be able to both criticize and accept theater presentations, because they know that this process benefits them the most. Students who complete their studies in this subject will be able to work independently, without dependence on other people, either superior or inferior, while they will be highly responsible and sensitive to issues of both sexes, but also racism, demonstrating moral, social, professional responsibility.

COURSE CONTENTS

This course teaches concepts such as Organization, Planning, Supervision of student-actors, human management in a performance, the relationship of the performance organizer with the artistic or organizational actors. Concepts such as Planning, Fund Management, Advertising, Control of Small Groups created within the School, Finding Sponsors, Defining Performance Dates, Choosing the Venue where they will take place, any artistic or technical fees extracurricular factors, the return of objects to their original position. Secondary but important issues are also examined, such as photography and video recording for archival reasons, the Group's relations with parents and teachers, the creation of a cloakroom for future performances, etc.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Lectures - performances
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Yes
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Performance	61
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek 1. Written exam at the end of the semester. 2. Oral examination at the end of the semester. 3. Middle of semester exams. 4. Home work. 5. Oral presentation of work. 6. Use of multiple bibliography. 7. Laboratory or practical exercises. 8. Supervision of students during the execution of laboratory or practical exercises. 9. Students will receive systematic comments during all semester. 10. Professor ensures transparency in the evaluation of student performance

RECOMMENDED BIBLIOGRAPHY

SCIENTIFIC BOOKS - JOURNALS:

- Gargalianos, S. (2020). *Theater Plays Organization*. Thessaloniki: Afoi Kyriakidi (in Greek)
- Gargalianos, S, (1994). *Gestion d'Institutions Culturelles - L'application de la Loi de Baumol dans le cas du théâtre grec subventionné*. Thèse de 3e cycle. Université Paris-IX.
- Gargalianos, S., Giannakopoulou, I. (2012). *Management Marketing de Théâtre*. Thessalonique: Romi (in Greek)
- Kotler, P. (2003). *Marketing Management*, 11nd edition. Prentice Hall. New Jersey
- Montana, P., Charnov, B. (2009). *Management*. Athènes: Kleidarithmos.
- Benhamou-Huet J. (2001). *Art Business–Le marché de l'art ou l'art du marché.* Paris: Assouline.
- Pavis, P. (2006). *Dictionnaire du Théâtre*. Athènes: Gutenberg (in Greek)
- Petrov, G., Tzortzakis G., Tzortzaki A. (2001). *Marketing-Management*. Athènes: Rosili (in Greek)
- Papalexandri N., Bourantas, D. (2003). *Management des Ressources Humaines*. Athènes: G. Benos (in Greek)

- Sandhusen, R. (2008). *Marketing*. Athènes : Kleidarithmos (in Greek)

2005O - Measurement and Evaluation of Perceptual-Motor Abilities and Skills

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	2005O	**SEMESTER**	5th
COURSE TITLE	MEASUREMENT AND EVALUATION OF PERCEPTUAL-MOTOR ABILITIES AND SKILLS		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
data collection, supervision-assessment	3	4

TYPE OF COURSE	Special background
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	No
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/ELED111/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:
undertake, organize and put through a research in the field of perceptual-motor abilities and skills

General skills
Organizing, data-collection, accomplishment

COURSE CONTENTS

Motor development. The phases of motor development. Measurement and evaluation. Perceptual motor abilities/skills testing in early childhood education. Individual differences. Gender differences. Finger and manual dexterity. Visual-motor integration. Graphomotor skills. Hand preference. Reaction time. Feedback.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Lectures and workshops

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Special logismics
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
students' preparation	39
data collection	22
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods** (weight %): Assignment and exams **Evaluation criteria** (weight %): Presence, cooperation

BIBLIOGRAPHY

- Δράκος, Γ. & Μπινιάς Ν. (2005). *Ψυχοκινητική αγωγή*. Αθήνα: Πατάκης.
- Horvat ,M., Block, M., Kelly, L. (2011). *Μέτρηση και αξιολόγηση στην προσαρμοσμένη κινητική αγωγή*. Αθήνα: Τελέθριον.

2222O – Collaborative and multimodal learning approaches

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**2222O**	**SEMESTER**	5th
COURSE TITLE	Collaborative and multimodal learning approaches		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**

	3	4
TYPE OF COURSE	Optional	
PREREQUISITES	Teaching Practice: Early Childhood Curricula, Observation, Reflection	
LANGUAGE OF LECTURES AND EXAMINATION	Greek/French	
COURSE OFFERED TO STUDENTS ERASMUS	Yes	
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED423/	

LEARNING OUTCOMES

After successful completion of the course, students will be able to:

1) follow collaborative teaching and learning practices
2) encourage group work, interactions, and interactive practices
3) make actions plans that cultivate multimodal literacy
4) employ multimodal communication modes in the design of learning activities
5) support transitions between different modes of meaning.

General skills

Students are expected to search, analyze, and compose data and information, to adapt to new situations, to make decisions and design projects, to collaborate to work as a team, to exercise creative criticism.

COURSE CONTENTS

Students will be introduced to educational design issues concerning to collaborative learning and multimodal literacy. They will be invited to adopt differentiated, collaborative, and multimodal approaches in learning procedure. Students are given opportunities to become familiar with the design of learning activities that employ multimodal communication modes, support transitions between different modes of meaning, promote small group instruction, and require the active participation of children. Students will be invited to participate in cooperative group learning activities. They will also have the opportunity to deal with audiovisual material from kindergarten classes.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Class, Presentations, Cooperative group learning activities
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Videos, e-class discussions

TEACHING ORGANIZATION	***Activity***	***Semester Work Load (hours)***
	Lectures	39
	Individual study and research	11
	Preparation for individual and/or group essays	20
	Preparation for exams	30
	Total Course	**100**
STUDENT EVALUATION	**Evaluation language**: Greek/French **Assessment methods:** individual and/or group essays (30%), exams (70%) **Evaluation criteria**: effective response to the course requirements, efficiency in design activities.	

RECOMMENDED BIBLIOGRAPHY

- Avgitidou, S. (Ed.) (2009). *Collaborative learning in Early Childhood Education*. Athens: Gutenberg. [In Greek]
- Buckingham D. (2003). *Media Education: Literacy, Learning and Contemporary Culture*. Cambridge: Polity Press Ltd.
- Clark, A. & Moss, P. (2011). *Listening to young children: The Mosaic Approach* (2nd ed.) London: National Children's Bureau.
- Dimitriadou, K. (2016). *New orientations of didactics.* Athens: Gutenberg. [In Greek]
- Kalantzis, M., Cope, B., Stellakis, N., Arvaniti, E. (2019). *Literacies. A pedagogy of differentiated design and multimodal meanings*. Athens: Kritiki Publishing. [In Greek]
- Kress, G. & van Leeuwen, Th. (2020). *Reading Images. The Grammar of Visual Design*. (3rd ed.) London: Routledge.
- Moumoulidou, M., Rekalidou, G. (Eds.) (2010). *Small Group Instruction*. Athens: Typothyto. [In Greek]
- Shier, H. (2001). «Pathways to participation: Openings, Opportunities and Obligations». Στο *Children and Society, 15*, 107-117.
- Sidiropoulou, Ch., Pagouni, I. & Dinas, K. (2020). Multimodal texts and linguistic development in Early Childhood Education: comics' impact on oral language skills. 4th International Conference Education Across Borders *Education in the 21st Century: Challenges and Perspectives*, pp. 645-654.

- **SCIENTIFIC JOURNALS**:

-Dialogues! Theory and practice in the sciences of education, School of Early Childhood Education-AUTh, https://ejournals.epublishing.ekt.gr/index.php/dialogoi/index
-Investigating the child's world, OMEP Greece, https://ejournals.epublishing.ekt.gr/index.php/omep/index
-Hellenic Journal of Research in Education Democritus University of Thrace, https://ejournals.epublishing.ekt.gr/index.php/hjre/article/view/23311/20478
-Action Researcher in Education, http://www.actionresearch.gr/el/node/13

CODE – Course title: 22230 / Educational Action- Research: A methodology to support the educational work

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	22230	**SEMESTER**	Winter (5th semester)
COURSE TITLE	*"Educational Action- Research: A methodology to support the educational work".*		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4
TYPE OF COURSE	Elective course	
PREREQUISITES	No	
LANGUAGE OF LECTURES AND EXAMINATION	Greek	
COURSE OFFERED TO STUDENTS ERASMUS	Yes	
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED474/	

LEARNING OUTCOMES

Level 5 (1st Cycle)

After successful completion of the course, students will be able to:

1) approach the concept of educational action-research as a reflective research process aimed at improving a situation,

2) understand the necessity of action-research and study its characteristics,

3) be able to identify the basic epistemological, methodological and ethical assumptions of educational action- research,

4) know how to organize and plan an educational action-research and issues related to the facilitator's role and the role of the participants in the research, the procedures of data analysis and interpretation and the way they support the educational action-research,

5) understand the process of action-research and how it is conducted through examples,

6) become familiar with research methodologies and techniques and to be able to design appropriate procedures and tools that support the role of the teacher as a researcher and a reflective professional,

7) be able to recognize and compare the way a teacher-researcher works in relation to the teacher as an implementer of the curriculum,

8) be able to compose a plan for the action's research organization and conduct and to evaluate the results of the action, with the aim of improving educational practices,

9) understand the perspectives that open up through educational action-research.

General skills

Search, collection, analysis and synthesis of data and information using the necessary technologies.
Adaptation to new situations.
Decision making.
Autonomous and team work.

Work in an interdisciplinary environment. Production of new research ideas. Exercise criticism and self-criticism. Promoting free, creative and inductive thinking.

COURSE CONTENTS

Epistemological, methodological and ethical principles and conditions of action-research (A.R.). The role of scientific and personal theory in defining the problem in educational action- research. Research techniques for data collection in action-research. The role of diaries in A.R.. Presentation of examples Formulating the selected practices and evaluating their results formatively and ultimately. Reflection on action-research. Action-research evaluation criteria. Planning an action - research on paper. Systematization of the methodology. Exercises. Presentation of examples of planning an action-research on paper– feedback. Research techniques (observation, interview, text analysis). Qualitative data analysis. Presentation and critical analysis of small research papers. Conclusions and review of the course.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Information and communication technologies are used both in teaching and communicating with students.	
TEACHING ORGANIZATION	***Activity***	***Semester Work Load (hours)***

	Lectures and small assignments in the course: 39 Group or individual research work: 31 Individual study / research: 30 **Total Course** **100**
STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods**: Group work (80%) and oral presentation (20%). **Evaluation criteria**: Progress. Homework. Oral presentation of work. Use of multiple bibliography. Students' Participation with critical comments and observations during the courses. Students' performance through collaborative activities.

RECOMMENDED BIBLIOGRAPHY

Altricher, H., Posch, P. & Somekh, B. (2001). Teachers research their work. An introduction to action research methods. (Translated by M. Deligianni). Athens: Metaichmio.

Avgitidou, S. (2014). Teachers as researchers and reflective professionals. Supporting professional learning for a participatory and collaborative training. Athens: Gutenberg.

Carr, W. & Kemmis, St. (1997). For a critical educational theory. Education, knowledge and action research (A. Lambraki-Paganou, E. Miligou & K. Rodiadou-Albani, Translated). Athens: Code.

Creswell, J. (2011). Research in education. Design, conduct and evaluation of quantitative and qualitative research. (Ch. Tsorbatzoudis, ed., & N. Kouvarakou, Translated) Athens: Ion / Ellin.

Katsarou, E. (2016). Educational action-research. Multiple example investigation for the reform of the educational practice. Athens: Review.

Katsarou, E. (2010). Action Research: Epistemological, Methodological and Ethical Issues. In M. Pourkos & M. Dafermos (eds.). Qualitative Research Methods in the Social Sciences: Epistemological, Methodological and Ethical Issues. Athens: Place.

Katsarou, E. & Tsafos, B. (2004). From research to teaching. Educational action research. Athens: Savvalas.

Matsagouras, H. (1998). Theory and practice of teaching-The personal theory as a framework of stochastic-critical analysis. Athens: Gutenberg.

Bagakis, G. (ed.) (2002). The teacher as a researcher. Athens: Metaichmio.

Argyris, C. & Schon, D. A. (1988/89). Participatory Action Research and Action Science Compared. *American Behavioral Scientist*, 32 (5), 612-623. Lawrence Erlbaum Associates, Publishers.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology , 3* (2), σσ. 77-101.

Carr, W. & Kemmis, S. (1986). *Becoming Critical: Education, Knowledge and Action Research.* London: Falmer Press.

Dana N. F. & D.Y. Silva, (2003). *The Reflective Educator' s Guide to Classroom Research. Learning to Teach and teaching to Learn Through Practitioner Inquiry"*, Thousand Oaks: Corwin Press.

Day, C.W. 1998. The role of higher education in fostering lifelong learning partnerships with teachers*. European Journal of Education* 33, no. 4: 419-32.

Elliott, J. (1991). *Action Research for Educational Change*. London: Open University Press.

Fullan, M.G. (1991). *The new meaning of educational change*. New York: Teachers College Press.

Glaser, B., & Strauss, A. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research.* Chicago: Aldine.

Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative Phenomenological Analysis: Theory, Method and Research.* London: Sage.

SCIENTIFIC JOURNALS:
Action Research.
Educational Action Research.

Π18Ο – Students' Practicum-Practical Training (Extended)

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**Π18Ο**	**SEMESTER**	5th & 6th
COURSE TITLE	Students' Practicum-Practical Training (Extended)		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	OPTIONAL
PREREQUISITES	NONE
LANGUAGE OF LECTURES AND EXAMINATION	GREEK
COURSE OFFERED TO STUDENTS ERASMUS	YES
COURSE WEBSITE (URL)	https//internship.uowm.gr/the-program/

LEARNING OUTCOMES

The activities developed within the framework of the University of Athens concern the strengthening of students' activities, seeking to make better use at a professional level of the knowledge and skills acquired during their studies and to integrate them more easily and beneficially into the labor market.

General skills

The Extended Practical Training Program through NSRF 2014-2020 (D.P.A.). The Department of Early Childhood Education participates in the action "Higher Education Internship of the University of Western Macedonia" with the code MIS 5031197 of the Operational Programme "Human Resources Development, Education and Lifelong Learning 2014-2020", which is co-funded by the European Union (European Community Fund) and National Resources. The Students' Practicum-Practical Training (P.T.) of the University of Western Macedonia aims at the adequate preparation of the students in order to effectively apply the knowledge they acquire during their studies and to work in a field of work with direct or indirect relevance to their studies. The activities developed within the framework of the University of Western Macedonia concern the strengthening of the activities of the students, seeking to make better use at a professional level of the knowledge and skills acquired during their studies and their easier and more beneficial integration into the labor market. The E.P.T. is an important part of Higher Education, as it concerns the acquisition of work experience and the contact of female students with the labor market. It contributes to the better use at a professional level of the knowledge and skills acquired by the students during their studies, to their easier and more beneficial integration into the labor market as

well as to the creation of two-way communication between educational institutions and productive bodies in the country. The acquisition of professional experience through the E.P.T. can help in the correct career guidance of the student, who in many cases has not defined her professional goals or has not yet sought alternative professional opportunities. The E.P.T. in the Department of Early Childhood Education is institutionalized and has a duration of two months. It contributes to the better use at a professional level of the knowledge and skills acquired by the students during their studies, to their easier and more beneficial integration into the labor market as well as to the creation of two-way communication between educational institutions and productive bodies in the country. The acquisition of professional experience through the E.P.T. can help in the correct professional experience Students apply to the electronic platform of the program and then the approximately 25 P.T. positions that we have available for each year (always depending on the funding that the program gets) are distributed according to an algorithm that has been defined and takes into account the number of courses that the candidate has passed depending on the semester in which he/she is located. This position is an elective course for those who have been selected. During the implementation of the University, students are supervised by one teacher who is the same for all of them. The beneficiaries are insured for these two months by the foundation to IKA. The E.P.T. can be done in Public or Private entities at a rate of 45% and 55% respectively. This quota is imposed by the European Commission and is unswerving. The host institution declares the P.T. positions it wishes on the atlas platform (Central Support System for the Practical Training of Universities students (https://atlas.grnet.gr/) and from there the position is pledged for the candidate student. https://arch.icte.uowm.gr/iposition/index.php?=site/login.
The official website of E.P.T. is: https//internship.uowm.gr/the-program/

COURSE CONTENTS

Students' Practicum-Practical Training (P.T.) is an important part of Higher Education, as it concerns the acquisition of work experience and the contact of students with the labor market. It contributes to the better use at a professional level of the knowledge and skills acquired by students during their studies, to their easier and more beneficial integration into the labor market as well as to the creation of two-way communication between educational institutions and the productive bodies of the country. The acquisition of professional experience through the Students' Practicum-Practical Training can help in the correct career guidance of the student, who in many cases has not defined his/her professional goals or has not yet sought alternative professional opportunities.

TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>LECTURE METHOD</td><td>In scheduled meetings at the P.T. Office</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</td><td>Use of presentation software

Support of the Learning Process through the e-class online platform</td></tr>
<tr><td>TEACHING ORGANIZATION</td><td>
<table>
<tr><th>Activity</th><th>Semester Work Load (hours)</th></tr>
<tr><td>Practical Training in a Public or Private Sector Host Organization</td><td></td></tr>
<tr><td>Total Course</td><td>240</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION</td><td>The evaluation of students is based on the deliverables set by the NSRF Program Practical Training of students of Tertiary Education.</td></tr>
</table>

6th SEMESTER

COMPULSORY COURSES

0402C - Introduction to Social Psychology

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	0402C	**SEMESTER**	6th
COURSE TITLE	Introduction to Social Psychology		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Compulsory, core
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes (English)
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED262/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

1) understand the theoretical and methodological perspectives in Social Psychology, especially in Behavioural/Cognitive Experimental Social Psychology
2) critically appraise the ways by which socio-psychological knowledge contributes to understanding and improving human life
3) connect socio-psychological knowledge with educational practice

General skills

Searching for, analyzing and synthesizing data and information, assisted by technological means

Working independently
Free, creative and inductive thinking
Social, professional and moral responsibility

COURSE CONTENTS

The course aims at discussing some of the major research traditions in Social Psychology. First, the history of Social Psychology, its methodology and its connections with the other social sciences, especially with Sociology, are briefly presented. Then, the major research traditions in Behavioural/Cognitive Social Psychology are presented on the following areas: social cognition, social perception, the self, attribution, attitudes, social influence, group processes and intergroup relations, social representations. Finally, the contribution of Social Neuroscience, Sociological Social Psychology and Discursive Social Psychology to the continuous critique of socio-psychological knowledge is discussed considering its ways of understanding human life as well as its uses for improving human life.

TEACHING and LEARNING METHODS - EVALUATION

TEACHING METHOD	Lectures
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Electronic journals and other electronic resources and technological means
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Individual study/research	21
Essay writing	15
Preparation for examinations	25
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek & English (for ERASMUS students) **Assessment methods** (weight %): essay writing 20% & final written examination 80% **Evaluation criteria** (weight %): individual essay 20% (midterm assessment) & final written examination 80%

RECOMMENDED BIBLIOGRAPHY

- Aronson, E., Wilson, T.D., Akert, R.M. & Sommers, S.R. (2019) *Social psychology.* 10th ed. New York, NY: Pearson.
- Baron, A.R., Branscombe, N.R. & Byrne, D. (2009) *Social psychology.* 12th ed. New York, NY: Pearson.

- Dickerson, P. (2012) *Social psychology: Traditional and critical perspectives.* Essex, UK: Pearson.
- Hewstone, M., Stroebe, W. & Jonas, K. (Eds.) (2016) *An introduction to social psychology.* Oxford: Wiley.
- Hogg, M.A. & Vaughan, G.M. (2018) Social psychology. 8th ed. New York, NY: Pearson.
- Rogers, W.S. (2013) *Social psychology.* 2nd ed. Berkshire, UK: McGraw Hill & Open University Press.
- Sansone, C., Morf, C.C. & Panter, A.T. (Eds.) (2004) *The Sage handbook of methods in social psychology*. London: Sage.
- Van Lange, P.A. & Kruglanski, A.W. (Eds.) (2011) *Handbook of theories of social psychology.* 2 τόμ. London: Sage.

- **SCIENTIFIC JOURNALS:**
- British Journal of Social Psychology
- European Journal of Social Psychology
- European Review of Social Psychology
- Journal of Experimental Social Psychology
- Journal of Personality & Social Psychology
- Journal of Social Psychology
- Personality & Social Psychology Bulletin
- Personality & Social Psychology Review
- Social & Personality Psychology Compass
- Social Psychology Quarterly

0606C - Psychology of People with Special Educational Needs

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	0606C	**SEMESTER**	6th
COURSE TITLE	**Psychology of People with Special Educational Needs**		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Compulsory
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek / English
COURSE OFFERED TO STUDENTS ERASMUS	Yes

COURSE WEBSITE (URL)	http://eclass.uowm.gr/

LEARNING OUTCOMES

Upon successful completion of the course, students:

- Have sufficient knowledge of the cognitive and research subject of special education
- They will have understood the evolution of special education from the specialist to the general school, as well as the history of special education in Greece and abroad
- They will be able to design integration programs for children with autism, motor disabilities, mental retardation, and sensory impairments

General skills

Search, analysis and synthesis of data and information, using the necessary technologies
Adaptation to new situations
Decision-making
Autonomous work
Teamwork
Working in an international environment
Working in a multidisciplinary environment
Production of new research ideas
Project planning and management

COURSE CONTENTS

The history of special education in Greece and abroad. The concept of inclusive education. Inclusive education programs in Europe and the U.S.A. Typical and cognitive role models of children with mental retardation, blindness, deafness and autism. Intervention programs for toddlers and children with mental, motor, sensory disabilities. Early intervention.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of Information and Communication Technologies in the teaching of the course: YES WITH THE MONITORING OF RELEVANT SOFTWARE Use of ICT-BASED LEARNING AIDS: YES PROGRAM OF PSYCHOSOCIAL ASSESSMENT OF CHILDREN WITH DOWN SYNDROME Use of ICT in student assessment: NO Use of ICT in student assessment: NO Use of ICT in communication with students: POLY, BY E-MAIL

TEACHING ORGANIZATION	***Activity***	***Semester Work Load (hours)***
	Lectures and workshop	39
	Case study (tutorial exercises)	7
	Individual research and study (finding bibliography research on the Internet)	24
	Preparation for the exams	30
	Total Course	**100**
STUDENT EVALUATION	**Evaluation language**: Greek 1. Examination written at the end of the semester. 2. Oral examination at the end of the semester. 3. Progress. 4. Homework. 5. Oral presentation of the paper. 6. Use of Multiple Bibliography. 7. Workshop or practical exercises. 8. Monitoring students during laboratory or practical exercises. 9. Receiving systematic comments from students in the middle of the semester.	

RECOMMENDED BIBLIOGRAPHY

- Heward, W. (2011). Παιδιά με ειδικές ανάγκες. Μια εισαγωγή στην Ειδική Εκπαίδευση. Επιμ. Α. Δαβαζόγλου, Κ. Κόκκινος. Αθήνα: Τόπος
- Ζώνιου- Σιδέρη, (1996) Οι ανάπηροι και η εκπαίδευσή τους: Μια ψυχοπαιδαγωγική Προσέγγιση της ένταξης. Αθήνα: Ελληνικά Γράμματα.
- Ζώνιου- Σιδέρη, (2004) Σύγχρονες ενταξιακές προσεγγίσεις. 2 τόμ.. Αθήνα: Ελληνικά Γράμματα.
- Καΐλα, Μ., Πολεμικός, Ν., & Φιλίππου, Γ. (1994) Άτομα με ειδικές ανάγκες. 2 τόμ. Αθήνα: Ελληνικά Γράμματα.
- Ξηρομερίτη, Α. (1997) Ειδική εκπαίδευση: Θεωρητικές αρχές–ερευνητικά δεδομένα και διδακτική παρέμβαση. Πάτρα: Εκδόσεις Πανεπιστημίου Πατρών.
- Πολυχρονοπούλου, Σ. (2011) Παιδιά και έφηβοι με ειδικές ανάγκες και δυνατότητες. Αθήνα: Έκδοση Ζαχαρόγιωργα.

2202CO-Teaching methodology in social and political education-HRE designs

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**2202CO**	**SEMESTER**	6th

COURSE TITLE	TEACHING METHODOLOGY IN SOCIAL AND POLITICAL EDUCATION-HRE DESIGNS	
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	5
TYPE OF COURSE	Special background, scientific area, specialization	
PREREQUISITES	No	
LANGUAGE OF LECTURES AND EXAMINATION	Greek /English	
COURSE OFFERED TO STUDENTS ERASMUS	Yes	
COURSE WEBSITE (URL)	http://eclass.uowm.gr/courses/NURED152/	

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

- Highlight the importance of developing social relationships in Preschool and Primary Education and to acquire basic knowledge and tools for how to study in the classroom.
- Identify the role of the teacher in the development of children's social relationships in the classroom and his / her role in children's free play.
- Suggest strategies for developing a climate of acceptance in the classroom in relation to the organization of space, time, content and ways of working in kindergarten and in the first grades of primary school.
- Be aware of the course and content of a social skills development program and be able to organize activities according to the methodology of such a program.
- Document the value of collaborative learning in Preschool and Preschool Education, to analyze the stages of its organization and to acquire skills of planning collaborative activities.
- Have the ability to organize the content and process of planning organized activities for the social and political development of children. These activities include children's relationships, social acceptance and exclusion, human rights, children's rights, the expression and control of emotions, and values such as democracy, peace, justice, citizenship, gender equality and mutual aid.
- Inform students about the process of documentation and evaluation of children's social development.
- Enrich the repertoire of practices and strategies that promote the social and political development of children.

General skills

Search, analyze and synthesize data and information
Decision making
Autonomous and team work

Respect for diversity and multiculturalism Project design and management Exercise criticism and self-criticism Promoting free, creative and inductive thinking

COURSE CONTENTS

Strengthening positive relationships and a climate of acceptance in the classroom. Social skills development program. Conditions and process of organizing collaborative learning. Methods of investigating children's social interactions. Ways and procedures of planning activities and interdisciplinary work plans with topics from social and political education. Strategies to ensure participatory, interactive and democratic practices in kindergarten and elementary school. Ways of working include: group work in the lesson, experiential learning instructions for specific ways of planning activities and preparation outside the lesson, group presentations in the lesson and lectures.

TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>LECTURE METHOD</td><td>Face to face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</td><td>Slide show, internet use, E-CLASS, e-mail</td></tr>
<tr><td>TEACHING ORGANIZATION</td><td>
<table>
<tr><th>Activity</th><th>Semester Work Load (hours)</th></tr>
<tr><td>Lectures</td><td>40</td></tr>
<tr><td>Bibliography study - study for examinations</td><td>30</td></tr>
<tr><td>Preparation (individual and group work, design meetings, presentations)</td><td>30</td></tr>
<tr><td>Thesis writing</td><td>25</td></tr>
<tr><td>Total Course</td><td>125</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION</td><td>Evaluation language:

Assessment methods (weight % if it is necessary):

Evaluation criteria (weight % if it is necessary):

For the evaluation of female and male students, the following are taken into account:
1. Their consequence on the obligations of the course.
2. Written teamwork.</td></tr>
</table>

	3. Presentation of the work. 4. Written examination.

RECOMMENDED BIBLIOGRAPHY

- Αυγητίδου Σ., Τζεκάκη Μ. &Τσάφος, Β. (επιμ.) (2016). Οι υποψήφιοι εκπαιδευτικοί παρατηρούν, παρεμβαίνουν και αναστοχάζονται: προτάσεις υποστήριξης της πρακτικής τους άσκησης. Αθήνα: Gutenberg.
- Αυγητίδου, Σ. (2008). Συνεργατική Μάθηση στην Προσχολική Εκπαίδευση: Έρευνα και Εφαρμογές. Αθήνα: Gutenberg.
- Κουτσουβάνου, Ευ. και ομάδα εργασίας (1999). Οι Κοινωνικές Επιστήμες στην Προσχολική Εκπαίδευση. Αθήνα: Οδυσσέας.
- Mathieson, K. (2018). Κοινωνικές Δεξιότητες στην Προσχολική Ηλικία. Αθήνα: Πεδίο.
- Μπιρμπίλη, Μ. (2015). Προς μια Παιδαγωγική του Διαλόγου. Η σημασία και ο ρόλος των ερωτήσεων στην Προσχολική Εκπαίδευση. Θεσσαλονίκη: Σοφία.
- Παύλου, Μ., Τριλίβα, Σ., Αναγνωστοπούλου, Α., Μαρβάκης, Α., Παρσάνογλου, Δ., Μεντίνης, Μ., Πλιόγκου, Β., Μπουχούνα, Σ., Καλογερίδου, Ό. (2012). Σχέδιο Δράσης-Πρότυπος Συμβουλευτικός Οδηγός για τους Εκπαιδευτικούς. Αποτελέσματα Ερευνητικού Έργου: «Σχέδιο δράσης για την πρόληψη ή/και την καταπολέμηση του ρατσισμού και των διακρίσεων κάθε είδους, για την ανάδειξη της σημασίας της διαφορετικότητας καθώς και για την καταπολέμηση της βίας στα σχολεία».ΥπουργείοΠαιδείας, Δια Βίου Μάθησης και Θρησκευμάτων & I-RED (Institute for Rights Equality and Diversity). Διαθέσιμο στην ιστοσελίδα: http://www.i-red.eu/resources/projects-files/sxedio_drasis-protypos_symvouleytikos_odigos.pdf
- Πλιόγκου, Β. (2011). Μαθαίνουμε τα ανθρώπινα δικαιώματα … παίζοντας και δημιουργώντας τα: Εκπαιδευτικές δραστηριότητες για παιδιά πρώτης σχολικής ηλικίας. Δημοσιευμένα Πρακτικά του Ευρωπαϊκού Συνεδρίου Παγκόσμιας Οργάνωσης Προσχολικής Αγωγής (OMEP), Δημιουργικότητα και μάθηση στην πρώτη σχολική ηλικία. Ευρωπαϊκό Πανεπιστήμιο Κύπρου, Λευκωσία 6-8 Μαΐου 2011, (σ. 727-737). Διαθέσιμο στην ιστοσελίδα: https://drive.google.com/file/d/0B4bxze3YrxEMWXRiQTZWZkJJVUE/view
- Πλιόγκου, Β., Καρακατσάνη, Δ. (2020). Σύγχρονες τάσεις στην Παιδαγωγική Θεωρία και Πρακτική. Δημοκρατία, Πολιτειότητα, Ετερογένεια. Αθήνα: Gutenberg.
- Riley, D., SanJuan, R., Klinkner, J., Ramminger, A. (2018). Κοινωνική και Συναισθηματική Ανάπτυξη στην Προσχολική Αγωγή και Εκπαίδευση. Αθήνα: Πεδίο.
- Χατζηχρήστου, Χ. (επιμ.) (2011).Κοινωνική και Συναισθηματική Αγωγή στο Σχολείο. Πρόγραμμα για την προαγωγή της ψυχικής υγείας και της μάθησης στη σχολική κοινότητα. Εκπαιδευτικό Υλικό Ι: Πρωτοβάθμια Εκπαίδευση. Νηπιαγωγείο, Α' και Β' Δημοτικού. Αθήνα: Τυπωθήτω.

- **SCIENTIFIC JOURNALS**:

- Investigating Child's World-OMEP
- European Early Childhood Education Research Journal
- Early Years
- International Journal of Early Childhood
- International Journal of Play

COMPULSORY OPTIONAL COURSES

2211CO - Teaching of the Mother Tongue

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**2211CO**	**SEMESTER**	6th
COURSE TITLE	TEACHING OF THE MOTHER TONGUE		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	5

TYPE OF COURSE	Special background, specialization
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	No
COURSE WEBSITE (URL)	https://eclass.uowm.gr/modules/course_info/index.php?course=NURED147

LEARNING OUTCOMES

Theoretical and practical preparation of students for the teaching of the language lesson in the Kindergarten.

General skills

Work in an interdisciplinary environment
Production of new research ideas
Promoting free, creative and inductive thinking
Project design and management

COURSE CONTENTS

1. Language education in Kindergarten (Kindergarten and language education, Linguistics and language teaching, Trends in Linguistics and language teaching - The traditional method of approaching language - The structural method of approaching language - communication approach The structure (communication structure)
2. The conditions of infants (psychological - social - linguistic)

3. The Curriculum (Aims and objectives - Content - Methodology - Audit of results - Presentation of the DEPPS)
4. Activities (Organized Activity - Organization, planning, presentation of the Organized Activity - Presentation-analysis and construction of Organized Activities - Use of the teaching manuals in the Kindergarten)
5. Information and communication technology in Kindergarten (International experience and practice - PET and language teaching in Greece - The benefits of the use of PET in language teaching - Literacy - multiplication: the new reality - Writing with the computer - The word processor (advantages, reservations, suggestions)
6. The cultivation of oral speech (The oral speech of infants - Elements of phonetics and phonology - Phonological awareness - Comprehension - Production of oral speech - Activities of cultivation of oral speech (presentation and construction)
7. The cultivation of written language (Oral and written language - The transition to written language - The concept of literacy - Multiliteracies - The emergence of literacy - The theory of genres - Design, presentation and activity analysis.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	**Use of ICT in Teaching**
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Preparation - presentation - critique of exemplary teaching	20
Individual research and study (bibliography, Internet research)	26
Exam preparation	40
Total Course	***125***

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods** (weight % if it is necessary): Written exams & Preparation - presentation - critique of sample teaching **Evaluation criteria** (weight % if it is necessary):

RECOMMENDED BIBLIOGRAPHY

- Α.Π.Θ. Παιδαγωγική Σχολή Φλώρινας. Το παραμύθι και η εκπαίδευση - Φλώρινα, 1994
- Α.Π.Θ.-Π.Τ.Ν. Πρόγραμμα εργασίας για τις πρακτικές ασκήσεις των φοιτητών/τριών. -Θεσσαλονίκη: Α.Π.Θ., 1993
- Άλκηστις. Η δραματοποίηση για παιδιά.-Αθήνα, 1993
- Αναγνωστόπουλος, Β. Δ. Γλωσσικό υλικό για το Νηπιαγωγείο (από τη θεωρία στην πράξη).-Αθήνα: Καστανιώτης, 1994
- Αντωνίου, Ι., Ε. Γκίκα, Ε. Λαλιώτου& Θ. Τριαντοπούλου. 2000. Η συμβολή των ΝέωνΤεχνολογιών στη διδασκαλία των φιλολογικών μαθημάτων: Ανάλυση πειραματικών διδασκαλιών του έργου «ΟΔΥΣΣΕΑΣ»
- Βοσνιάδου, Στ. (επιμέλεια) Γλώσσα.-Αθήνα: Gutenberg, 1992
- Γάκου, Εύη, Προαναγνωστικές δραστηριότητες, Καστανιώτης, Αθήνα 1998
- Γεωργακοπούλου, Α. 2006. Κειμενική και επικοινωνιακή πολυτροπικότητα: οι Νέες Τεχνολογίες στη διδακτική πράξη. Στο Η ελληνική ως ξένη γλώσσα: Από τις λέξεις στα κείμενα, επιμ. Σ. Μοσχονάς, 153-199. Αθήνα: Πατάκης.
- Γιάγκου, Μ. 2010. Ηλεκτρονικά ΣώματαΚειμένων για τη διδασκαλία της ελληνικής γλώσσας. Επισκόπηση της βιβλιογραφίας και των υπαρχόντων Σωμάτων Κειμένων. i- Teacher (i-Teacher.gr), 1: 102-110. http://i-teacher.gr/files/1o_teyxos_i_teacher_9_2010.pdf.
- Γιακουμάτου, Τ. 2004. Αξιοποίηση εκπαιδευτικού λογισμικού φιλολογικών μαθημάτων. Νέα από το μέτωπο και προβληματισμοί. Εισήγηση στο 4ο Διεθνές συνέδριο Οι Τεχνολογίες της Πληροφορίας και Επικοινωνίας στην Εκπαίδευση. Διαθέσιμο στο: http://www.etpe.gr/files/proceedings/filessyn/A207-216.pdf>.
- Γκανά Ε., Η αναγνωστική πράξη του παιδιού προσχολικής ηλικίας, (αδημοσίευτη διδακτορική διατριβή), Αθήνα 1998
- Γούτσος, Δ. & Σ. Κουτσουλέλου-Μίχου. Η διδασκαλία του ακαδημαϊκού λεξιλογίου στα ελληνικά με τη χρήσησωμάτωνκειμένων. Πρακτικά του 3ου ΔιεθνούςΣυνεδρίου για τη Διδασκαλία της ΝέαςΕλληνικής ως ΞένηςΓλώσσας, ΠανεπιστήμιοΑθηνών, 22-23 Οκτωβρίου 2004.
- Δημητρίου, Σ. 1983. Λεξικό όρων Γλωσσολογίας. Αθήνα: Καστανιώτης
- Δουμανίδου, Σ., Κοντοπούλου, Ά. & Ντίνα, Μ. 2016. Εφαρμοσμένες γλωσσικές δραστηριότητες: Γέφυρες επικοινωνίας και γραμματισμού. Επιστημονική επιμέλεια: Κώστας Ντίνας. Καβάλα: Εκδόσεις Σαΐτα, σσ. 120
- Η αξιοποίηση των Τεχνολογιών της Πληροφορίας και Επικοινωνίας στη διδασκαλία των φιλολογικών μαθημάτων και κυρίως στη διδασκαλία της ελληνικής. Έρευνα στους φιλολόγους-επιμορφωτές στο πλαίσιο του έργου «Οδύσσεια», διαθέσιμο στην «Πύλη για την ελληνική γλώσσα και τη γλωσσική εκπαίδευση» (http://www.greek-language.gr/greekLang/modern_greek/studies/ict/education/index.html).
- Θεοφανοπούλου- Κοντού, Δ. 1989. Μετασχηματιστική σύνταξη: από την θεωρία στην πράξη. Αθήνα: Καρδαμίτσας
- Κακανά, Δ. Θεωρία και μεθοδολογία δραστηριοτήτων στην προσχολική αγωγή.- Θεσσαλονίκη: Αφοί Κυριακίδη, 1994
- Κατή, Δ. Γλώσσα και επικοινωνία στο παιδί.- Αθήνα: Οδυσσέας, 1992
- Κέντρο Εκπαιδευτικής Έρευνας. 2004. Αξιοποίηση των επιπτώσεων της χρήσης των Νέων Τεχνολογιών στα σχολεία της Οδύσσειας. Επιμέλεια και συγγραφή της τελικής έκθεσης Β. Σβολόπουλος. Αθήνα: ΚΕΕ.
- Κιτσαράς, Γ. Εισαγωγή στην προσχολική παιδαγωγική.- Αθήνα: Παπαζήσης, 1991
- Κλαίρης, Χρ. & Μπαμπινιώτης Γ. Γραμματική της νέας ελληνικής: δομολειτουργική-επικοινωνιακή (Ι. Το όνομα).- Αθήνα: Ελληνικά Γράμματα, 1996
- Κουτσογιάννης, Δ. & Μ. Αραποπούλου, επιμ. 2009. Γραμματισμός, ΝέεςΤεχνολογίες και Εκπαίδευση: Όψεις του τοπικού και του παγκόσμιου. Θεσσαλονίκη: Ζήτης- Κέντρο Ελληνικής Γλώσσας.
- Κουτσογιάννης, Δ. 2009. Κειμενικά είδη, σώματα κειμένων και γλωσσική εκπαίδευση: από το μερικό στο ολικό. Επιστημονική Επετηρίδα Φιλοσοφικής Σχολής Θεσσαλονίκης, Τεύχος Τμήματος Φιλολογίας, 11: 149-183.

- Κουτσογιάννης, Δ., επιμ. 2001. Πληροφορική – επικοινωνιακή τεχνολογία και γλωσσική αγωγή: Η διεθνής εμπειρία. Θεσσαλονίκη: Κέντρο Ελληνικής Γλώσσας.
- Στο βιβλίο αυτό καταγράφεται η διεθνής εμπειρία μέχρι και τη δεκαετία του 1990 στην αξιοποίηση των ΤΠΕ στη διδασκαλία της γλώσσας. Οι συνεισφορές προέρχονται από πολλές χώρες. Αναρτημένο και στην «Πύλη για την ελληνική γλώσσα και τη γλωσσική εκπαίδευση» <http://www.greek-language.gr/greekLang/modern_greek/studies/ict/index.html>.
- Κουτσουβάνου, Ε. (επιμέλεια) Μορφές και τρόποι εργασίας στο Νηπιαγωγείο.- Αθήνα: Οδυσσέας, 1990
- Κουτσουβάνου, Ε. Η γλωσσική ανάπτυξη του παιδιού της προσχολικής ηλικίας και η τηλεόραση.- Αθήνα: Οδυσσέας, 1991
- Κυρίδης, Α. Μία κοινωνιολογική προσέγγιση της προσχολικής εκπαίδευσης.- Θεσσαλονίκη: Αφοί Κυριακίδη, 1996
- Κυρίδης, Α., Δρόσος, Β. & Ντίνας, Κ. 2003. Η πληροφοριακή επικοινωνιακή τεχνολογία στην προσχολική και πρωτοσχολική εκπαίδευση: Το παράδειγμα της γλώσσας. Αθήνα: Τυπωθείτω- Γιώργος Δαρδανός.
- Μαραγκουδάκης, Π. Οικοδόμηση της γνώσης και διδασκαλία.- Αθήνα: Δίπτυχο, 1978
- Μήτσης, Ν. Η διδασκαλία του γλωσσικού μαθήματος.-Αθήνα: Gutenberg, 1996
- Μπαμπινιώτης Γ. & Κοντός, Π. Συγχρονική Γραμματική της Κοινής Νέας Ελληνικής.- Αθήνα, 1967
- Μπαμπινιώτης, Γ. 1980. Θεωρητική Γλωσσολογία. Αθήνα
- Μπασλής, Ι.Ν. Κοινωνική-γλωσσική διαφοροποίηση και σχολική επίδοση.- Αθήνα: Νέα Παιδεία, 1986
- Νικολάου-Κουρκάκη, Ε. Ημερήσιες προγραμματισμένες δραστηριότητες για το Νηπιαγωγείο.- Αθήνα: Gutenberg, 1991
- Ντίνας, Κ. &Γώτη, Ε. 2016. Ο κριτικός γραμματισμός στη σχολική πράξη. Αρχίζοντας από το νηπιαγωγείο… Gutenberg, σσ. 178
- Παπαδοπούλου-Μανταδάκη, Σμαράγδα. 1999. Η ολική γλώσσα στη διδασκαλία της γλωσσικής έκφρασης για την Α/βάθμια Εκπαίδευση. Θεωρία και Πράξη. Θεσσαλονίκη: Κώδικας.
- Παπαμιχαήλ, Γ. Μάθηση και κοινωνία.- Αθήνα: Οδυσσέας, 1988
- Παυλίδου, Θ. 1995. Επίπεδα της γλωσσικής ανάλυσης. Θεσσαλονίκη: Παρατηρητής
- Πετρούνιας Ευ.. Νεοελληνική Γραμματική και συγκριτική ανάλυση/ μέρος Α'.- Θεσσαλονίκη: University Studio Press, 1985
- Πόρποδας, Κ. Εισαγωγή στην ψυχολογία της γλώσσας. Ρόλος και μάθηση της γλώσσας.- Αθήνα, 1985
- Τζάρτζανος, Αχ. Νεοελληνική Σύνταξις.- Αθήνα: ΟΕΔΒ, Α΄1946, Β΄1953
- Τζουριάδου, Μ. Ο λόγος των νηπίων - Θεσσαλονίκη: Προμηθεύς, 1995
- Τοκατλίδου, Β. Εισαγωγή στη διδακτική των ζωντανών γλωσσών.- Αθήνα: Οδυσσέας, 1986
- Τομπαΐδης, Δ. Διδασκαλία Νεοελληνικής Γλώσσας.- Θεσσαλονίκη: Βάνιας, 1992
- Τριανταφυλλίδης, Μ. Νεοελληνική Γραμματική.- Αθήνα: ΟΕΣΒ, 1941
- Τσοπανάκης, Αγ. Νεοελληνική Γραμματική.- Αθήνα-Θεσσαλονίκη: Εστία, Αφοί Κυριακίδη, 1994
- ΥΠΕΠΘ-Παιδαγωγικό Ινστιτούτο Βιβλίο δραστηριοτήτων για το Νηπιαγωγείο.- Αθήνα: ΟΕΔΒ, 1990
- Φιλιππάκη – Warburton, Ει. 1992. Εισαγωγή στη Θεωρητική Γλωσσολογία. Αθήνα: Νεφέλη
- Φραγκουδάκη, Α. Γλώσσα και ιδεολογία: κοινωνιολογική προσέγγιση της ελληνικής γλώσσας.- Αθήνα: Οδυσσέας, 1987
- Φραγκουδάκη, Α. Κοινωνιολογία της εκπαίδευσης - Αθήνα: Παπαζήσης, 1985
- Φραγκουδάκη, Α. 1985. Κοινωνιολογία της εκπαίδευσης: θεωρίες για την κοινωνική ανισότητα στο σχολείο. Αθήνα: Παπαζήσης
- Φραγκουδάκη, Α. 1987. Γλώσσα και ιδεολογία: κοινωνιολογική προσέγγιση της ελληνικής γλώσσας. Αθήνα: Οδυσσέας

- Χαλισιάνη 2010. Εκδοχέςαξιοποίησης των ηλεκτρονικώνσωμάτωνκειμένων της νέαςελληνικής στη διδασκαλία της μητρικήςγλώσσας. Στο Πρακτικά πανελληνίουσυνεδρίου με διεθνή συμμετοχή "Η διδασκαλία της ελληνικήςγλώσσας (ως πρώτης/μητρικής, δεύ- τερης/ξένης", επιμ. Ντίνας, Κ., Χατζηπαναγιωτίδου, Α., Βακάλη, Α. Κωτόπουλος, Τ. &Στάμου, Α. Νυμφαίο Φλώρινας. http://linguistics.nured.uowm.gr/Nimfeo2009/praktika
- Χαλισιάνη, Ι. (2008). Ηλεκτρονικά σώματακειμένων και γλωσσική διδασκαλία: Διεθνείςαναζητήσεις και διαφαινόμενες προοπτικές για την ελληνική γλώσσα. Στο Πρακτικά Συ- νεδρίου: «2008, Ευρωπαϊκό ΈτοςΔιαπολιτισμικού Διαλόγου: συνομιλώντας με τις γλώσσες-πολιτισμούς», Τμήμα Γαλλικής Γλώσσας και Φιλολογίας ΑΠΘ, Θεσσαλονίκη, 12-14 Δεκεμβρίου 2008. http://www.frl.auth.gr/sites/congres/Interventions/GR/xalisiani.pdf
- Χαραλαμπόπουλος, Α., επιμ. 2006. Γραμματισμός, κοινωνία και εκπαίδευση. Πέντεμελέτες. Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών. Ίδρυμα Μανόλη Τριανταφυλλίδη.
- Χαραλαμπόπουλος, Αγ. &Χατζησαββίδης, Σωφρ. 1977. Διδασκαλία της λειτουργικής χρήσης της γλώσσας: θεωρία και πρακτική εφαρμογή. Θεσσαλονίκη: Κώδικας
- Χατζηδάκη 2004. Τα σώματα κειμένων και το διαδίκτυο ως πηγές για την προώθηση της νέας ελληνικής ως ξένηςγλώσσας. Στο Πολιτικές γλωσσικού πλουραλισμού και ξενόγλωσση εκπαίδευση στην Ευρώπη, επιμ. Β. Δενδρινού & Β. Μητσικοπούλου, 332-350. Αθήνα: Μεταίχμιο.
- Χατζησαββίδης Σ., Δραστηριότητες γλωσσικής αγωγής στο Νηπιαγωγείο. Καλλιέργεια επικοινωνιακών και προγραφικών δεξιοτήτων, Gutenberg, Αθήνα 1998
- Χατζησαββίδης, Σ. 2002. Η γλωσσική αγωγή στο Νηπιαγωγείο. Δραστηριότητες για την καλλιέργεια της επικοινωνιακής ικανότητας και του γραμματισμού. Αθήνα: Βάνιας.
- Χατζησαββίδης, Σ. 2010. Γλωσσοδιδακτικά συνεχή και ασυνεχή της τελευταίας τριακονταετίας: από τον επικοινωνιακοκεντρισμό στον κοινωνιοκεντρισμό. Στο Πρακτικά πανελληνίου συνεδρίου με διεθνή συμμετοχή "Η διδασκαλία της ελληνικής γλώσ- σας (ως πρώτης/μητρικής, δεύτερης/ξένης", επιμ. Ντίνας, Κ., Χατζηπαναγιωτίδου, Α., Βακάλη, Α. Κωτόπουλος, Τ. & Στάμου, Α. ΝυμφαίοΦλώρινας. Ανακτήθηκεαπό http://linguistics.nured.uowm.gr/Nimfeo2009/praktika (26.07.2010).
- Χατζησαββίδης, Σ. Το ιστορικό της αναμόρφωσης του μαθήματος της νεοελληνικής γλώσσας στην υποχρεωτική εκπαίδευση (1976-1984).- Θεσσαλονίκη: Κυριακίδης, 1992
- Ψηφιακέςπρακτικέςγραμματισμού των εφήβων, διαθέσιμο στην «Πύλη για την ελληνική γλώσσα και τη γλωσσική εκπαίδευση» (http://www.greek-language.gr/greekLang/modern_greek/studies/ict/teens/index.html).
- Baynham, M. 2000. Πρακτικές γραμματισμού. Αθήνα: Μεταίχμιο
- Boutet, J. Εισαγωγή στην Κοινωνιογλωσσολογία.- Αθήνα: Γρηγόρης, 1984
- Boyer, H. 1991. Elements de Sociolinguistique: langue, communication et sociéta. Paris: Dunod
- Brian, J. & Philippaki-Warburton, I. Modern Greek - London: Groom Helm, 1987
- Brown, D.H. Principles of language learning and teaching - New York: Prentice Halla, 1987
- Camil, C. & Devries, R. Η θεωρία του Jean Piaget και η προσχολική αγωγή.- Αθήνα: Δίπτυχο, 1979
- Cope, B. & M. Kalantzis, επιμ. 2000. Multiliteracies. Literacy learning and the Design of social futures. Λονδίνο: Routledge.
- CurtoLluis, Morillo Maribel, Teixido Manuel, Γραφή και Ανάγνωση. Βοηθήματα για τη διδασκαλία και την εκμάθηση του γραπτού λόγου σε παιδιά ηλικίας τριών έως οκτώ ετών. Τρεις τόμοι, ΟΕΔΒ, Αθήνα 1998
- Ehninger, D. and al. Principles and types of speech communication - Glenview - London: Scott, Foresman and Co, 1986
- Fishman, I. Sociolinguistique.- Paris - Bruxelles: Nathan - Labor, 1971

- Gee, J.P. 2003. What Video Games Have to Teach Us About Learning and Literacy. New York: Palgrave Macmillan.
- Halliday, M.A.K. Spoken and written language - Oxford: Oxford University Press, 1990
- Hartland, J. Γλώσσα και σκέψη - Αθήνα: Ελληνικά Γράμματα, 1994
- Hartman, R.R.K. & Stork, F.G. 1973. Dictionary of language and Linguistics. London: Applied Science Publishers
- Holton, Mackridge, Φιλιππάκη-Warburton, David, Peter, Ειρήνη. 1999. Γραμματική της Ελληνικής γλώσσας. Αθήνα: Πατάκη.
- Ivanic, R. 2004. Discourses of writing and learning to write. Στο Language and Education. 18 (3). 220 – 245.
- Knobel, M. and Lankshear, C. επιμ. 2007. A New Literacies Sampler. New York: Peter Lang.
- Kress, G. 2000. Σχεδιασμός του γλωσσικού προγράμματοςσπουδών με βάση το μέλλον. ΓλωσσικόςΥπολογιστής 2: 111-124. (αναρτημένο και στην «Πύλη για την ελληνική γλώσσα και τη γλωσσική εκπαίδευση» <http://www.greek-language.gr/greekLang/modern_greek/studies/index.html>)
- Kress, G. 2003. Literacy in the New Media Age. New York: Routledge.
- Lyons, J. 1968. Introduction to Theoretical Linguistics. Cambridge: Cambridge University Press.
- Lyons, J. 1995. Εισαγωγή στη Γλωσσολογία. Αθήνα: Πατάκης
- Lyons, J. 2002. Εισαγωγή στη Θεωρητική Γλωσσολογία. Αθήνα: Μεταίχμιο.
- Μήτσης, Ν. 1996. Η διδακτική του γλωσσικού μαθήματος, Αθήνα: Gutenberg.
- Mackridge, P. Η νεοελληνική γλώσσα.- Αθήνα: Πατάκης, 1987
- Martinet, A. (ed.). 1968. Le langage. Paris: Gallimard
- Martinet, A. 1976. Στοιχεία Γενικής Γλωσσολογίας. Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών
- Mirambel, A. Η νέα ελληνική γλώσσα - Θεσσαλονίκη: Ι.Ν.Σ., 1978
- Mounin, G. 1985. Κλειδιά για τη Γλωσσολογία. Αθήνα: MIET
- Olson, D. 2003. Ο κόσμοςπάνω στο χαρτί. Αθήνα: Παπαζήσης.
- Plomp, T., Anderson, R., Law, N. & Quale A. 2009. Cross-national information and communication technology policies and practices on computers in education. USA: IAP.
- Rieu, Ch. Et al. Από την κίνηση στη γραφή.- Αθήνα: Καστούμης, 1986
- Saussure, F. de. 1979. Μαθήματα Γενικής Γλωσσολογίας. Αθήνα: Παπαζήσης
- Schaff, A. Γλώσσα και γνώση.- Αθήνα: Ζαχαρόπουλος, χ.χ.
- Snyder, I. 2001. Γραμματισμός, τεχνολογία και σχολική τάξη: Μια πρόκληση για τους εκπαιδευτικούς. Στο Πληροφορική-επικοινωνιακή τεχνολογία και γλωσσική αγωγή: η διεθνήςεμπειρία, επιμ. Δ. Κουτσογιάννης. Θεσσαλονίκη: Κέντρο Ελληνικής Γλώσσας. Διατίθεται και στο διαδίκτυο, στην «Πύλη για την ελληνική γλώσσα και τη γλωσσική εκπαίδευση», όπου είναι αναρτημένα τα πρακτικά της ημερίδας (http://www.greek-language.gr/greekLang/modern_greek/studies/ict/index.html)
- Thomas, R. 1996. Γραπτός και προφορικός λόγος στην αρχαία Ελλάδα. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.
- Vygotsky, A. Σκέψη και γλώσσα.- Αθήνα: Γνώση, 1988

2216CO – Didactics of Informatics and ICT

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**2216CO**	**SEMESTER**	6th
COURSE TITLE	Didactics of Informatics and ICT		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3 (+1 Lab)	5

TYPE OF COURSE	Specialization core, Compulsory by choice
PREREQUISITES	
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	YES (in English)
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED267/

LEARNING OUTCOMES

Level 6 (1st Cycle)

The course concerns the didactics of Informatics, as a fundamental component of modern curricula.
Students acquire a complete picture of how to integrate computer science into the curriculum, throughout compulsory education. In addition, they focus more specifically on the teaching of computer science in kindergarten. They acquire the necessary theoretical background, studying the respective learning theories, but also cognitive background, learning concepts and knowledge that are called to know in order to heal the cognitive object through their didactic work.
They study in depth the official study programs and are trained in the ways and techniques with which the subject of informatics is approached in the whole range of education and mainly in the kindergarten.
Upon completion of the course students are able to:
- know the necessary concepts and Informatics topics
- plan integrated teachings
- know the relevant learning theories and how to apply them in teaching practice

General skills

- autonomous work
- teamwork
- production of new material
- adaptation to new situations

- exercise of criticism and self-criticism
- promotion of free, creative and inductive thinking
- decision making
- interdisciplinary approach to problem solving

COURSE CONTENTS

1. Informatics in the curricula - Historical background and Current situation
2. Design of micro-lessons
3. Interdisciplinary approaches to teaching computer science
4. Basic concepts of informatics
5. Computer System Structure
6. Computational thinking

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face, video-lectures, lab sessions
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	The course is about ICT
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Individual assignments	26
Group assignments	28
Individual Studying	32
Total Course	**125**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods** (weight % if it is necessary): 1. Oral exam at the end of the semester. 2. Assignments. 3. Oral presentation of assignment.

	4. Use of Multiple Bibliography. 5. Lab or practical exercises. 6. Supervision of students during lab or practical exercises. 7. Systematic feedback during the semester. 8. Ensure transparency in the evaluation of student performance: Through the collaborative activities, everyone is aware of others; activity. In addition, they are required to self-assess and peer-assess **Evaluation criteria** (weight % if it is necessary): Performance in the corresponding activities. The weight varies, depending on the combination of activities

RECOMMENDED BIBLIOGRAPHY

- Komis, V. (2006) Introduction to educational applications of ICT. New Technologies Publ. (in Greek)
- Vasniadou, S. (2006). *Children, schools and computers*. Dardanos (in Greek)
- Depover, C., Karsenti, T., Komis, V. (2010). *Teaching with the use of technology: Promoting learning, skills' development*. Kleidarithmos (in Greek)
- Mikropoulos, T., Bellou, I. (2010). *Teaching scenarios with Computers*. Kleidarithmos (in Greek)
- Roblyer, M. D (2009). *Educational Technology and Teaching*. Parikos (in Greek)
- Dimitriadis S. (2014). *Cognitive Theories and Educational Software*. Tziolas (in Greek)

Scientific Journals
- Themes in Science and Technology in Education
- I-teacher
- New Pedagogy

2217CO – Children's song: creative musical adaptation for the preschool education

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**2217CO**	**SEMESTER**	6th
COURSE TITLE	Children's song: creative musical adaptation for the preschool education		

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS-ECTS
	3	5
TYPE OF COURSE	Special background	
PREREQUISITES	No	
LANGUAGE OF LECTURES AND EXAMINATION	Greek	
COURSE OFFERED TO STUDENTS ERASMUS	No	
COURSE WEBSITE (URL)	https://eclass.uowm.gr/modules/user/course_user_requests.php?course=NURED388	

LEARNING OUTCOMES

- Acquaintance with children's songs that belong to the Greek Music Tradition
- Selection of songs for preschoolers
- Analysis of these songs
- Correct vocal performance of these songs
- The concept of interdisciplinarity in music

General skills

Search, collection, analysis and synthesis of data and information using the necessary technologies.
Adaptation to new situations
Decision making
Autonomous work
Work in an interdisciplinary environment
Production of new research ideas
Exercise criticism and self-criticism

The course is an introduction of students to the Greek music tradition and aims to learn Greek traditional songs that are mentioned or can be performed by preschool students. It also deepens the concept of interdisciplinarity in music.

COURSE CONTENTS

The course aims to acquaint students with songs that can either be listened to or performed by preschool children. It focuses on songs that belong to Greek traditional music. The aim of learning this repertoire is the diffusion of Greek traditional music at these ages in order to get acquainted with Greek folklore, Greek history and ultimately cultural continuity. The course is divided into an analysis of the specific songs (music, lyrics, pedagogy) and their performance by the students.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Yes

TEACHING ORGANIZATION

Activity	*Semester Work Load (hours)*
Lectures	39
Individual study / research during the courses	11
Preparation / presentation of individual and group work	30
Exam preparation	20
Total Course	**100**

STUDENT EVALUATION

Evaluation language: Greek/English if it is necessery

Assessment methods (weight % if it is necessary): Writing and presentation of written work / song interpretation

RECOMMENDED BIBLIOGRAPHY

- Andronoglou, I. (2020). *Greek traditional music as a source of inspiration in the composition of works for guitar*. Heraklion: Aerakis Cretan Musical workshop-Seistron. (In Greek)
- Andronoglou, I. (2018). Notes for the course *"Children's song: creative musical adaptation for the preschool education".* Florina: University of Western Macedonia. (In Greek)
- Androutsos, P. (1995). *Methods of teaching music*. Athens: Orpheus. (In Greek).
- Baud-Bovy, Samuel. *Essay on the Greek folk song*. Nafplio: Peloponnese Folklore Foundation, 1996. (In Greek)
- Dafermou, Ch. & Koulouri, P. & Basagianni, E. (n.d.). *Kindergarten Teacher's Guide: educational designs, creative learning environments*. Athens: . School Book Publishing Organization (OEDB). (In Greek)
- Karadimou-Liatsou, P. (2003). *Music pedagogy in the 20th century. The most important views for preschool age*. Athens: Nikolaidis. (In Greek)
- Meraclis, M. (2011). *Greek folklore* (3rd ed). Athens: Kardamitsa. (In Greek)
- Moschos, K. & Toumpakari, N. & Tombler, M. (n.d.). *Music Anthology 1'-6 grade of Primary School*. Athens: Ministry of National Education and Religions, PI Pedagogical Institute. (In Greek)
- Papazaris, A. (1999). *Music learning and education*. Athens: Papazisis. (In Greek)
- Romanou, K. (2000). *History of Neohellenic Art Music*. Athens: Cultura. (In Greek)
- Sergi, L. (2000). *Creative music education for our children*. Athens: Gutenberg. (In Greek)
- Tsetsos, M. (2013). *Greek music: Issues of ideological and institutional critique*. Athens: Papagrigoriou-Nakas. (In Greek)

2218CO – Designing Learning Activities for Teaching Early Mathematical Concepts

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**2218CO**	**SEMESTER**	6th
COURSE TITLE	Designing Learning Activities for Teaching Early Mathematical Concepts		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4
TYPE OF COURSE	Compulsory Optional	
PREREQUISITES		
LANGUAGE OF LECTURES AND EXAMINATION	Greek / English	
COURSE OFFERED TO STUDENTS ERASMUS	Yes	
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED221/	

LEARNING OUTCOMES

Students are expected to be able to design a complete lesson plan that suggests specific activities and materials for teaching mathematical concepts. The plan should include specific learning objectives, make use of the most adequate learning materials and methods for teaching specific mathematical concepts, suggest ways of evaluating the activities that are given, promote cognitive and metacognitive learning strategies, cultivate self-regulated learning. Students should be able to adjust a lesson plan for different student groups and changing it according to the students' needs. Students are also expected to become aware of the ways to design certain learning activities that respect students' individual differences and create a safe environment for learning mathematics.
General skills

COURSE CONTENTS

Methods for choosing the more appropriate learning activity to use for teaching specific early mathematical concepts to certain age group students; methods for designing learning materials and learning activities using the theoretical and research findings for the specific mathematical concept to be taught; methods for evaluating the learning activities and the learning materials; ways to make a complete lesson plan; ways to use the main taxonomies for educational objectives as

reported in the international literature for mathematics education; strategies to pose a correct learning objective; methods to adjust the learning materials and the learning activities to approach the needs of specific groups of students; ways to cultivate a learning environment for students to develop the adequate mathematical vocabulary, ways to teach learning strategies for self-regulated learning.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Class
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Searching internet for learning activities and other recourses, Videos, e-class discussions.
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Workshop-Lectures	36
Workshop exercises	15
Preparation for individual and/or group assignments	15
Individual research and study (finding relative literature and recourses)	14
Preparation for the exams	20
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek and/or English **Assessment methods**: Assessment methods: written exams (50%), individual or group presentation (10%), individual final essays (20%), participation in e-class discussion (20%)

RECOMMENDED BIBLIOGRAPHY

- Botson, C., Deliège, M. (1998). G. M Troulis (Ed.) Pre-Math Procedures and Concepts, Athens: Gutenberg. (in Greek)
- Clements, D. H., & Sarama, J. (2014). Learning and teaching early math: The learning trajectories approach. Routledge.
- Nunes, T. & Bryant, P., (2007). Children do mathematics. Desli, D. (Ed.), Athens: Gutenberg.
- Sarama, J., & Clements, D. H. (2009). Early childhood mathematics education research: Learning trajectories for young children. Routledge.
- Siegler, R. S. (1991). *Children's thinking*. Prentice-Hall, Inc.
- Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2007). Elementary and middle school mathematics: Teaching developmentally. Pearson
- Sophian, C. (2017). *The origins of mathematical knowledge in childhood*. Routledge.

OPTIONAL COURSES

0403O - Psychology of Motivation

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0403O**	**SEMESTER**	6th
COURSE TITLE	Psychology of Motivation		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes (English Language)
COURSE WEBSITE (URL)	https://eclass.uowm.gr

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

Students are expected to understand basic concepts of motivation in education, how children's motivation is manifested and influenced by the context in kindergarten. Students are also expected to acquire skills in bibliography search, information synthesis and application of knowledge in the kindergarten environment. Finally, they are expected to conduct basic research, and are able to develop a learning incentive program.

General skills

- Adaptation to new situations
- Collect, analyse and process data
- Decision making
- Autonomous work
- Teamwork
- Working in an international environment
- Work in an interdisciplinary environment

- Production of new research ideas
- Project design and management
- Respect for diversity and multiculturalism
- Exercise reflection and self-reflection
- Promoting free, creative and inductive thinking

COURSE CONTENTS

Definition, types of motivation and methods of studying motivation. Physiological and biological basis of motivation. Motivation theories: Psychoanalytic, humanistic, arousal / excellent level, behavioral, achievement motivation, cognitive (cognitive consistency, attributions, Lewin field). The self as a source of motivation: Definition and manifestations of the concept of self and the relationship of the concept of self with school achievement and mental health. Applications of motivation theories in education: Development and enhancing motivation in school.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Lecturing, and, in the most, active teaching methods, such as discussion, question-answer and working in small groups.
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Presentation during classes, Shared Documents via eclass. Emails
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Individual essay /oral presentation	16
Team research assignment: performing and writing	20
Personal/individual study	10
Study and discussion of literature/papers	15
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods** (weight %): Successful completion of required assignments (100%) **Evaluation criteria** (weight %): Final written exams, personal/ individual assignment (oral presentation and written) during class sessions, team research: design and performance of real research.

RECOMMENDED BIBLIOGRAPHY

- Κωσταρίδου - Ευκλείδη, Α. (2012). *Ψυχολογία κινήτρων*. Αθήνα: Πεδίο.
- Pintrich, P. R., &Schunk, D. H. (2002). *Motivation in education: Theory, research and applications*. 2nd ed. New Jersey: Prentice Hall.
- (2010) Τα κίνητρα στην εκπαίδευση (ΜΕΤΑΦΡΑΣΗ: ΜΑΡΓΑΡΙΤΑ ΚΟΥΛΕΝΤΙΑΝΟΥ). Αθήνα: GUTENBERG
- Sansone, C. & Harackiewicz, M. J. (2002). *Intrinsic and extrinsic motivation*. Oxford: Elsevier.
- Wigfield, A. & Eccles, J. S. (2002). *Development of achievement motivation*. Oxford: Elsevier.
- Zimmerman, B. J. & Schunk, D. H. (2001). *Self-regulated learning and academic achievement. Theoretical perspectives*. Mahwah, NJ: Lawrence Erlbaum.

- **SCIENTIFIC JOURNALS**:

- Ψυχολογία, Το Περιοδικό της Ψυχολογικής Εταιρείας Βορείου Ελλάδος, Psychology, Motivation, Educational Psychology, Παιδαγωγική Επιθεώρηση

05160 – Lifelong Learning and Society: Institutions, Systems and Policies

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**05160**	**SEMESTER**	6th
COURSE TITLE	LIFELONG LEARNING AND SOCIETY: INSTITUTIONS, SYSTEMS AND POLICIES		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	SPECIAL BACKGROUND
PREREQUISITES	NONE
LANGUAGE OF LECTURES AND EXAMINATION	GREEK
COURSE OFFERED TO STUDENTS ERASMUS	NO
COURSE WEBSITE (URL)	http://eclass.uowm.gr/

LEARNING OUTCOMES

Level 6 (1st Cycle) This is a special course which aims to delve into the concepts of Lifelong Learning in relation to its social orientation. In particular, it seeks to highlight concepts such as Lifelong Learning, adult education, formal and non-formal education, informal learning, initial and continuous training, qualification frameworks et. Emphasis is placed on contemporary tools of the European education policy (ECVET, ECTS, Europass, EQAVET, NQF, EQF, etc.) for better understanding the field of education policy through the lens of Lifelong Learning. This course also delves into issues of Lifelong Learning in relation to institutions, systems and policies implemented in Greece and abroad to underline their cultural and social dimension and their correlation with occupation and occupational mobility.

After successful completion of the course, students will be able to:

1) Know the basic and crucial features of concepts about the policies of Lifelong Learning in Greece and Europe
2) Know the basic tools of analysis and methodology of sociological analysis in relation to Lifelong Learning
3) Understand the basic tools of the European education policy
4) Use the methodological tools for analyzing the policies on Lifelong Learning
5) Understand the correlations of power that formulate the role and mission of Lifelong Learning
6) Distinguish the basic terms, structures and overall institutions that define Lifelong Learning

General skills

- Promotion of free, creative and critical thinking
- Social, professional and moral responsibility in terms of the educational act
- Ability of autonomous and collaborative work in a dynamic, multicultural environment

COURSE CONTENTS

- Basic concepts of Lifelong Learning and adult education: terms of occurrence and composition of this field, conceptual definitions
- Lifelong learning and society
- Institutions of Lifelong Learning in Greece and Europe
- Lifelong Learning, educational and social inequalities
- Tools of the European education policy
- Lifelong Learning and occupation
- Qualification frameworks
- Qualifications certification

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face-to-face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	**Use of ICT in communication with students / Use of ICT in lesson delivery**

TEACHING ORGANIZATION	***Activity***	***Semester Work Load (hours)***
	Lectures	39
	Bibliography study and analysis	23
	Seminars	23
	Workshops / Case studies	15
	Total Course	**100**
STUDENT EVALUATION	**Evaluation language**: GREEK **Assessment methods** a) ***Essay writing***: critical analysis of questions which demand a compositional, combinatory and interpretative approach, b) ***Written assignment***: research and analysis of certain problems approached as Case Studies aiming at using the sociological method. **Evaluation criteria**	

RECOMMENDED BIBLIOGRAPHY

- Karalis, Th. (Ed.). *Lifelong Learning and Certification*. Athens: Labor Institute of GSEE.
- Cedefop, (2012). *Future skills supply and demand in Europe Forecast 2012*, Research Paper, No 21, Luxembourg: Publications Office of the European Union Cedefop, (2011) *Development of national qualifications frameworks in Europe*, Working Paper, No 12, Luxembourg: Publications Office of the European Union, Kelpanidis, M. & Vrynioti, K. (2004). *Lifelong Learning, Social Prerequisites and Functions. Data and Inferences*. Athens: Ellinika Grammata.
- Karatzogiannis, St., Pantazi, St. & Lintzeris, P. (2013). *Vocational Education – Training in Greece. Weaknesses, Possibilities and Perspectives*. Athens: IME/GSEE.
- Fotopoulos, N. (Ed.). (2013). *Training, Occupation, Education Policy, Exploring the association between vocational training and occupation*. Athens: KANEP/GSEE.

- **SCIENTIFIC JOURNALS**:

CODE – Course title: 0705 / Play and Pedagogy of play

GENERAL

FACULTY	Humanities and Social Sciences

DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	0705	**SEMESTER**	Spring (2th & 6th semester)
COURSE TITLE	*"Play and Pedagogy of play"*		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Elective course
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED473/

LEARNING OUTCOMES

After successful completion of the course, students will be able to:

1) Be able to identify and compare different theories of both play and childhood,

2) be able to interpret in various game scenarios the opportunities for cooperation with peers but also the opportunities for pedagogical framework of the game,

3) know different ways of observing children's play and the various roles that the preschool teacher can take on during it,

4) acquire the ability of reflective and critical analysis of educational practices during the free and organized play of children,

5) be able to prepare small research papers for the utilization of theoretical frameworks of the game and the critical reflection on them.

General skills

Search, collection, analysis and synthesis of data and information using the necessary technologies.
Adaptation to new situations.
Decision making.

Autonomous and team work. Work in an interdisciplinary environment. Production of new research ideas. Exercise criticism and self-criticism. Promoting free, creative and inductive thinking.

COURSE CONTENTS

Concept and importance of play in preschool. The importance of play as a social and cultural activity of children. Theories and typologies for childhood. Theories about play and its correlation with theories about childhood. Ways to observe the play. Children's play and social relationships. The role of the preschool teacher in children's play. Strategies to support the process of learning through play. Pedagogical framing of play: possibilities and limitations. Play at break. Presentation and critical analysis of small research papers. Conclusions and review of the course.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Information and communication technologies are used both in teaching and communicating with students.	
TEACHING ORGANIZATION	***Activity***	***Semester Work Load (hours)***
	Lectures and small assignments in the course:	39
	Group or individual research work:	31

	Individual study / research:	30
	Total Course	**100**
STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods**: Individual or group work (20%) and written examinations (80%). **Evaluation criteria**: Progress. Homework. Oral presentation of work. Use of multiple bibliography. Students' Participation with critical comments and observations during the courses. Students' performance through collaborative activities.	

RECOMMENDED BIBLIOGRAPHY

Avgitidou, S. (2001). Peer culture and friendship relationships as contexts for the development of young children's pro-social behaviour. *International Journal of Early Years Education,* 9(2), 145-152.

Avgitidou, S. & Likomitrou, S. (2017). Constructing Childhood in Educational Discourse, *Menon: online Journal of Educational Research,* 4, 67 – 75.

Avgitidou, S., Pnevmatikos, D. & Likomitrou, S. (2013). Preservice Teachers' Beliefs About Childhood: Challenges for a Participatory Early Childhood Education? *Journal of Early Childhood Teacher Education,* 34, 390 – 404.

Avgitidou, S. & Stamou, A. (2011). Constructing Childhood: Discourses About School Violence in the Greek Daily Press. *Children & Society, 27* (3), 174 – 183.

Avgitidou, S., (2001). The play. Contemporary research and teaching approaches, Athens, Typothito-George Dardanos.

Avgitidou, S. (1997). Social Relations and Child Friendship in Preschool: Theory, Research and Methodology of Kindergarten Activities. Thessaloniki: Kyriakidis.

Avgitidou, S. (1996). An attempt to classify peer relationships in the kindergarten classroom. Pedagogical Review, 23, 114-130.

Kieff, J. & Casbergue, R. (2017). *Playful Learning & Teaching. The integration of play in kindergarten and primary school*, (ref. Zaragas, X., Angelaki, A.). Athens: Gutenberg.

Konstantinopoulos, S. (2007). *Pedagogy of Play.* Thessaloniki: Kyriakidis Brothers.

Makrynioti, D. (ed.) (1997). Childhood. Athens: Island.
Sivropoulou, R. (2004). The organization and design of the space (kindergarten) in the context of the game. Teaching Practice and Theory. Athens: Patakis.
Tanakidou, M., Avgitidou, S. (2016). Supporting children's perspectives on free play: an educational intervention. Dialogues! Theory and practice in education sciences, 2: 52-77.

SCIENTIFIC JOURNALS:
International Journal of Play.
Early childhood Education Research Journal.
Early Years.
International Journal of Early Years.
Early Child Development and Care.

(A.T.E.) 0732O – Sustainable development and active citizenship in education

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0732O**	**SEMESTER**	**6th**
COURSE TITLE	Sustainable development and active citizenship in education		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**	
	3	4	
TYPE OF COURSE	Optional		
PREREQUISITES	No		
LANGUAGE OF LECTURES AND EXAMINATION	Greek, English		
COURSE OFFERED TO STUDENTS ERASMUS	Yes		
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/		

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:
Name the basic characteristics of active citizenship
Name the key features of sustainable development
Describe ways to link active citizenship and sustainable development during the learning process at school
Name educational methodological approaches for the cultivation of active citizenship
Identify ways to use the network of the 17 Sustainable Development Goals to acquire knowledge and cultivate environmental protection and human rights skills
Document with modern literature the role of environmental education and education for sustainable development for achieving the 17 Sustainable Development Goals
Describe the role of critical pedagogy in shaping the desired characteristics of the modern sustainable school
Determine the ability of the school to contribute substantially to the confrontation of contemporary social problems
Recognize interculturality as a key factor in shaping the modern sustainable school

General skills

Independent Work
Respect for diversity and multiculturalism
Research and exploitation of data, sources, and documents
Organization of scientific papers, with critical thinking and proper documentation
Critical thinking and self-reflection
Promoting free, creative, and inductive thinking
Demonstration of social, professional, and moral responsibility
Decision-making
Adaptability
Understanding the various factors that co-shape the social and educational reality
Working in an international environment

COURSE CONTENTS

The focus on active citizenship is an integral part of the modern sustainable school and a key priority in the all-round development of the students. The course highlights the parameters on which a teacher should focus to move beyond knowledge constructing and contribute to the overall development of the child into an active, democratic citizen. A focus takes place on the 17 sustainable development goals as a rich information network that is used both as a subject and as a model of responsible behavior. Environmental and sustainability education are presented as ways to cultivate environmental awareness and address the environmental crisis. The desired level of scientific literacy is determined for the student to be able to stand critically towards current social or environmental issues and act

when required. Democratic education, critical pedagogy and interculturalism are examined as parameters that can allow the teacher to cope successfully with modern educational challenges. In aggregate, all those school characteristics that help school reduce the intensity of contemporary social problems and promote human rights, sustainable development and social welfare are identified.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Direct Instruction
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching (PC, projector, internet, smartphones) Use of ICT for communicating with students (email/eclass/zoom)
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Homework/presentation of individual dissertation project	20
Literature review	20
Exam preparation	21
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek, English 1. Written examinations at the end of the semester 2. Homework (individual dissertation project) 3. Presentation of the individual dissertation project

RECOMMENDED BIBLIOGRAPHY

- Barnett, R., & N. Jackson, (Eds.) (2020). *Ecologies for learning and practice: Emerging ideas, sightings, and possibilities*. London: Routledge.
- Barry, J. (2007). *Environment and social theory*. London: Routledge.
- Daskalakis, D. & Givalos, M. (ed.) (2011). *Childhood and children's rights*. Athens: A. A. Livanis. [In Greek: Δασκαλάκης, Δ. & Γκίβαλος, Μ. (επιμ.) (2011). *Παιδική ηλικία και τα δικαιώματα του παιδιού*. Αθήνα: Α. Α. Λιβάνη.]
- Jarvis, P. (2008). *Democracy, lifelong learning, and the learning society: Active citizenship in a late modern* age. London: Routledge.
- Hadjichambis, A. C., Reis, P., Paraskeva-Hadjichambi, D., Činčera, J., Boeve-de Pauw, J., Gericke, N., & Knippels, M. C. (2020). *Conceptualizing environmental citizenship for 21st century education, environmental discourses in science education* (Vol. 4). Cham, Switzerland: Springer Open.
- Karakatsani, D. & Pliogou, V. (2016). Analyses of childhood and prospects for the protection of children's rights. The case of the Polish Educator Januss Korczak. In: V. Baros, M. Dimasi, Th. Gambrani & Gr.-K. Konstantinidou (ed.) *Childhood and Migration. Challenges for the Pedagogy of Heterogeneity - Honorary Volume for Professor Emeritus Spyros Pantazis* (pp. 101-118). Athens: Interaction. [In Greek: Καρακατσάνη, Δ. & Πλιόγκου, Β. (2016). Αναλύσεις

της Παιδικής Ηλικίας και προοπτικές προάσπισης των Δικαιωμάτων του Παιδιού. Η περίπτωση του Πολωνού Παιδαγωγού Γιάννους Κόρτσακ. Στο: Β. Μπάρος, Μ. Δημάση, Θ. Γκαμπράνη & Γρ.-Κ. Κωνσταντινίδου (επιμ.) *Παιδική Ηλικία και Μετανάστευση. Προκλήσεις για την Παιδαγωγική της Ετερογένειας-Τιμητικός Τόμος για τον Ομότιμο Καθηγητή Σπύρο Πανταζή* (σ. 101-118). Αθήνα: Διάδραση.]

- Kopnina, H. (2012). Education for sustainable development (ESD): the turn away from 'environment' in environmental education?. *Environmental Education Research, 18*(5), 699-717.
- Kopnina, H., & Shoreman-Ouimet, E. (Eds.). (2015). *Sustainability: Key issues*. London: Routledge.
- Milonakou-Keke, H. (2019). *School, family and community. Cooperation, empowerment and development.* Athens: Armos. [In Greek: Μυλωνάκου-Κεκέ, Η. (2019). *Σχολείο, οικογένεια και κοινότητα. Συνεργασία, ενδυνάμωση και ανάπτυξη*. Αθήνα: Αρμός.]
- Milonakou -Keke, H. (2020). *Social pedagogy*. Athens: Papazisis Publications [In Greek: Μυλωνάκου-Κεκέ, Η. (2020). *Κοινωνική παιδαγωγική*. Αθήνα: Εκδόσεις Παπαζήση.]
- Packham, C. (2008). *Active Citizenship and Community Learning*. Exeter: Learning Matters Ltd
- Papavassiliou, V. (2015). *Sustainable development and education: The multidimensionality of a relationship*. Athens: Babali Publications. [In Greek: Παπαβασιλείου, Β. (2015). *Αειφόρος ανάπτυξη και εκπαίδευση: Το πολυδιάστατο μιας σχέσης.* Αθήνα: Εκδόσεις Μπάμπαλη.]
- Pliogou, V. (2009). *The role of children's literature in the approach to human rights in the educational process.* Proceedings of the Conference, Children and Rights: The proposal of children's literature, Thessaloniki 10.5.2009. Thessaloniki: Teloglion Foundation of Arts, A.U.Th. Available at: http://users.sch.gr/akoptsi/images/7perif_docs/Arthra_Epistimonika/pliogou__rolos_logotehnias.pdf [In Greek: Πλιόγκου, Β. (2009). *Ο ρόλος της παιδικής λογοτεχνίας στην προσέγγιση των ανθρωπίνων δικαιωμάτων κατά την εκπαιδευτική διαδικασία*. Πρακτικά Ημερίδας, Παιδί και Δικαιώματα: Η πρόταση της παιδικής λογοτεχνίας, Θεσσαλονίκη 10.5.2009. Θεσσαλονίκη: Τελλόγλειο Ίδρυμα Τεχνών Α.Π.Θ. Διαθέσιμο στο: http://users.sch.gr/akoptsi/images/7perif_docs/Arthra_Epistimonika/pliogou__rolos_logotehnias.pdf]
- Potter, J. (2003). *Active citizenship in schools: a good practice guide to developing a whole school policy*. London: Routledge.
- Pliogou, V., & Karakatsani, D. (ed.) (2020). *Current trends in pedagogical theory and practice. Democracy-politico-heterogeneity*. Athens: Gutenberg Publications. [In Greek: Πλιόγκου, Β., & Καρακατσάνη, Δ. (επιμ.) (2020). *Σύγχρονες τάσεις στην παιδαγωγική θεωρία και πρακτική. Δημοκρατία-πολιτειότητα-ετερογένεια.* Αθήνα: Εκδόσεις Gutenberg.]
- Rieckmann, M. (2017). *Education for sustainable development goals: Learning objectives*. Paris: Unesco Publishing
- Sterling, S. (2016). A commentary on education and Sustainable Development Goals. *Journal of Education for Sustainable Development, 10*(2), 208-213.
- Verhellen, E. (1998). *Children's rights. In: Foundation for the Child and the Family. European Family Forum - Europe - 21st Century: Vision and Institutions* (pp. 114-122). Athens: "New Borders" - Lebanon. [In Greek: Verhellen, E. (1998). *Τα δικαιώματα των παιδιών. Στο: Ίδρυμα για το Παιδί και την Οικογένεια. Ευρωπαϊκό Φόρουμ για την Οικογένεια - Ευρώπη - 21ος αιώνας: Όραμα και θεσμοί* (σ. 114-122). Αθήνα: «Νέα Σύνορα»-Λιβάνη.]
- Wals, A. E. (Ed.). (2007). *Social learning towards a sustainable world: Principles, perspectives, and praxis*. Wageningen: Wageningen Academic Publishers.
- Wals, A. E., & Corcoran, P. B. (Eds.). (2012). *Learning for sustainability in times of accelerating change*. Wageningen: Wageningen Academic Publishers.
- Webster, K. & Johnson, C. (2011). *Logic and sustainability: Educating for a low carbon society*. Thessaloniki: Epikentro. [In Greek: Webster, K. & Johnson, C. (2011). *Λογική και Αειφορία: Εκπαιδεύοντας για μια Κοινωνία Χαμηλού Άνθρακα*. Θεσσαλονίκη: Επίκεντρο.]
- Ministry of Education, Lifelong Learning and Religious Affairs & I-RED (Institute for Rights Equality and Diversity) (2011). *An action plan to prevent and/or combat racism and discrimination of all kinds, to highlight the importance of diversity and to combat violence in schools*. Available at: http://www.i-red.eu/?i=institute.el.projects.78 [In Greek: Υπουργείο Παιδείας, Δια Βίου Μάθησης και Θρησκευμάτων & I-RED (Institute for Rights Equality and

Diversity) (2011). *Σχέδιο δράσης για την πρόληψη ή/και την καταπολέμηση του ρατσισμού και των διακρίσεων κάθε είδους, για την ανάδειξη της σημασίας της διαφορετικότητας καθώς και για την καταπολέμηση της βίας στα σχολεία*. Διαθέσιμο στο: http://www.i-red.eu/?i=institute.el.projects.78]
- Flogaiti, E. (2006) *Education on the environment and sustainability*. Athens: Greek Letters [In Greek: Φλογαΐτη, Ε. (2006) *Εκπαίδευση για το περιβάλλον και την αειφορία*. Αθήνα: Ελληνικά Γράμματα.]

Scientific Journals:

- Journal of Research in Childhood Education https://www.tandfonline.com/loi/ujrc20
- International Journal of Early Childhood https://link.springer.com/journal/13158
- Journal of Intercultural Education https://www.tandfonline.com/toc/ceji20/current
- Journal of Education for Sustainable Development https://journals.sagepub.com/home/jsd
- Journal of Curriculum Studies https://www.tandfonline.com/toc/tcus20/current
- Education, Citizenship and Social Justice https://journals.sagepub.com/home/esj
- Citizenship Studies https://www.tandfonline.com/toc/ccst20/current
- Development and Change https://onlinelibrary.wiley.com/journal/14677660
- Sustainable development https://onlinelibrary.wiley.com/journal/10991719
- Sustainability https://www.mdpi.com/journal/sustainability

09190 – Digital Literacies in Early Childhood

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	09190	**SEMESTER**	6th
COURSE TITLE	Digital Literacies in Early Childhood		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Scientific Area
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes (in English, as a reading course)
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED486/

LEARNING OUTCOMES

After successful completion of the course, students will be able to:

- Distinguish the dimensions of digital literacies.
- Understand the ways in which children use digital devices and technologies for entertainment, learning, creativity and communication at home, school and in the wider community.
- Evaluate and utilize findings from recent research on children's digital and multimodal literacy practices at home, school and in the wider community.
- Apply practices that will help children develop their digital literacies within the Greek educational context.
- Recognize the challenges and difficulties in developing children's digital practices.

General skills

- Apply knowledge in practice
- Retrieve, analyze and synthesize data and information, with the use of necessary technologies
- Work autonomously
- Work in teams
- Wok in an interdisciplinary team
- Demonstrate social, professional and ethical commitment and sensitivity to gender issues
- Appreciate diversity and multiculturalism
- Be critical and self-critical
- Make decisions
- Advance free, creative and causative thinking

COURSE CONTENTS

Drawing from the broad theoretical framework of New Literacy Studies, a socio-cultural approach to language and literacy, this course focuses on the role of digital technologies in children's (from 0 to 8 years old) life and learning. More particularly, through case studies, we explore the ways in which children use digital devices and technologies in their everyday life at home, school and in the wider community. We examine the multimodal and multi-sensory textual landscape of contemporary literary practices, with emphasis on the skills that children develop as they use a variety of digital media to interact, communicate, play, write, tell and read stories, and seek information across online and offline environments. We also look at educational directions towards the development and maintenance of children's digital and multimodal literacy practices. Finally, we discuss the challenges and problems related to digital literacies in early childhood, such as children's unequal access to new technologies, the protection of their security and privacy, and the potentially damaging impact of digital technologies on their lives.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face-to-face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Teaching: PowerPoint presentations Communication with students: e-class, email Evaluation: submission of projects on e-class

TEACHING ORGANIZATION	***Activity***	***Semester Work Load (hours)***
	Lectures	26
	Discussion and analysis of case studies	14
	Preparation for projects	20
	Individual research and study	10
	Preparation for exams	30
	Total Course	**100**
STUDENT EVALUATION	• Exam at the end of the semester (70% or 100%) • Individual/group project (30%; optional)	

RECOMMENDED BIBLIOGRAPHY

- Erstad, O., Flewitt, R., Kümmerling-Meibauer, B. & Pires Pereira, I. S. (eds.) (2020). The Routledge handbook of digital literacies in early childhood. Abingdon: Routledge.
- Gee, J. P. & Hayes, E.R. (2011). Language and learning in the digital age. Abingdon: Routledge.
- Georgalou, M. (2017). Discourse and identity on Facebook. London: Bloomsbury.
- Gillen, J. (2014). Digital literacies. London: Routledge.
- Gillen, J., et al. (2018). A day in the digital lives of children aged 0-3. Full report. DigiLitEY ISCH COST Action 1410 Working Group 1: Digital literacy in homes and communities.
- Holloway, D., Green, L., & Livingstone, S. (2013). Zero to eight: Young children and their internet use. LSE, London: EU Kids Online.
- Jones, R. & Hafner, C. (2012). Understanding digital literacies: A practical introduction. London: Routledge.
- Jones, R. H., Chik, A. & Hafner, C. A., (eds.) (2015). Discourse and digital practices: Doing discourse analysis in the digital age. Abingdon: Routledge.
- Kontovourki, S., Garoufallou, E., Ivarsson, L., Klein, M., Korkeamaki, R. L., Koutsomiha, D., et al. (2017). Digital literacy in the early years: Practices in formal settings, teacher education, and the role of informal learning spaces: A review of the literature. COST ACTION IS1410.
- Kumpulainen, K., & Gillen, J. (2017). Young children's digital literacy practices in the home: A review of the literature. COST ACTION IS1410 DigiLitEY.
- Livingstone, S. & Blum-Ross, A. (2020). Parenting for a digital future: How parents' hopes and fears about technology shape children's lives. New York: Oxford University Press.
- Marsh, J., Law, L., Lahmar, J., Yamada-Rice, D., Parry, B., Scott, F., et al. (2019). Social media, television and children. Sheffield: University of Sheffield.
- Merchant, G., J. Gillen, J. Marsh & Davies, J. (eds.) (2013). Virtual literacies: Interactive spaces for children and young people. Abingdon: Routledge.
- Reedy, K. & Parker, J. (2018). Digital literacy unpacked. London: Facet.
- Thorne, S. & May, S. (eds.) (2017). Language education and technology. 3rd ed. New York: Springer.

Scientific journals:

- British Journal of Educational Technology
- Contemporary Issues in Early Childhood
- Language and Literacy
- Literacy
- Journal of Early Childhood Literacy
- Journal of Research in Reading
- Multimodal Technologies and Interaction
- Nordic Journal of Digital Literacy
- The Australian Journal of Language and Literacy

(A.T.E.) 0925O- Digital storytelling and comprehension

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0925O**	**SEMESTER**	6th
COURSE TITLE	Digital storytelling and comprehension		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Specialisation
PREREQUISITES	NO
LANGUAGE OF LECTURES AND EXAMINATION	GREEK
COURSE OFFERED TO STUDENTS ERASMUS	NO
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/

LEARNING OUTCOMES

Level 6 (1st Cycle)

The subject of this course is the presentation of the variables that play a role in understanding a digital read-alouds by children of preschool age, as well as how those variables relate to each other, from a cognitive perspective. It includes information on the forms digital stories can take and their particular design and presentation features, the individual differences in story comprehension, and a description of digital storytelling activities. Moreover, this course highlights the relationship between knowledge, interest and strategy of processing, presents the effects of age difference between preschool children on both their ability to understand digital storytelling and on the measurements of pre-existing knowledge and interest, and examines the predictive value of individual differences in the comprehension of a digital read-alouds. The knowledge acquired in this course is to become the basis for analysing digital storytelling cases in terms of their design and presentation features, and in terms of assessing comprehension, pre-existing knowledge, and interest.

After successful completion of the course, students will be able to:

- define the notion of digital story
- recognise the variables that play a role in the comprehension of a digital read-alouds
- distinguish between the characteristics of design and presentation of digital stories
- evaluate the comprehension of digital read-alouds
- determine students' pre-existing knowledge and their interest
- take advantage of students' pre-existing knowledge in order to assist in determining the meaning of a story

General skills

- Research, analysis and synthesis of data and information via the use of new technologies
- Adaptation to novel situations
- Working in an interdisciplinary environment
- Promotion of free, creative, and inductive reasoning
- Decision-making skills

COURSE CONTENTS

- Definition and evolution of digital storytelling
- RAND Framework on reading comprehension
- 1st Variable: The activity: A digital read-alouds
- 2nd Variable: The text: Characteristics of the design of digital stories
- 3rd Variable: The participant (*The listener?*): Individual differences in story comprehension
- Engagement of students in digital read-alouds
- Determining knowledge and interest
- Comprehension evaluation

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face

<table>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</td><td>Use of ICT in teaching and communication with students</td></tr>
<tr><td>TEACHING ORGANIZATION</td><td>
<table>
<tr><th>Activity</th><th>Semester Work Load (hours)</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Team – Lab activities</td><td>11</td></tr>
<tr><td>Individual research and studying</td><td>20</td></tr>
<tr><td>Exam preparation (project)</td><td>30</td></tr>
<tr><td>Total Course</td><td>100</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION</td><td>Evaluation language:

Assessment methods (weight % if it is necessary): Written examination (50%)

Individual project (50%)

Evaluation criteria (weight % if it is necessary):</td></tr>
</table>

RECOMMENDED BIBLIOGRAPHY

- De Jong, M.T., & Bus, A.G. (2003). How well suited are electronic books to supporting literacy? *Journal of Early Childhood Literacy, 3(*2), 147-164.
- Dinas, K. & Gantia, E. (2016). *Oral comprehension in preschool-aged children: the case of digital storytelling,* in the 13th conference entitled «Education in the age of ICT and Innovation - Neos Pedagogos Journal, Conference minutes, Athens, 5-6 November 2016, Evgenidis Foundation. ISBN:978-618-82301-1-8, p. 556-565. (in Greek)
- Gkantia, E. & Dinas, K. (2020). Design features of digital stories. *Neos Pedagogos Journal, 16* (2020), p. 165-177 (in Greek).
- Gkantia E. & Dinas, K. (2020). Toddler engagement in digital alouds reading: the role of variations in designing and presentation of digital stories. *Multilingual Academic Journal of Education and Social Sciences. 9 (1), p.p.84-101. (in Greek).*
- Korat, O., & Shamir, A. (2004). Do hebrew electronic books differ from Dutch electronic books? A replication of a Dutch content analysis. *Journal of Computer Assisted Learning, 20*, 257-268.
- Mayer, R. E. (2001). *Multimedia learning*. New York: Cambridge University Press.

- Mitchell, T. J. F., Chen, S. Y. & Macredie, R.D., (2005). The relationship between web enjoyment and student perceptions and learning using a webbased tutorial, *Learning, Media and Technology, 30(*1), 27–40.
- RAND Reading Study Group (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. Santa Monica, CA: U.S. Department of Education.
- Reinking, D., McKenna, M. C., Labbo, L. D., & Kieffer, R. D. (1998). *Handbook of literacy and technology: Transformations in a post-typographic world*. Mahwah, NJ: Erlbaum.
- Sipe, L. (2000). The construction of literary understanding by first and second graders in oral response to picture storybook read-alouds. *Reading Research Quarterly, 35*(2), 252-275.
- Turbill, J. (2001a). A researcher goes to school: Using technology in the kindergarten literacy curriculum. *Journal of Early Childhood Literacy, 1*(3), 255-279.
- Verhallen, M., Bus, A. G., & de Jong, M. T. (2006). The promise of multimedia stories for Kindergarten children at risk. *Journal of Educational Psychology, 98*(2), 410-419.
- Zucker, T.A., Moody, A.K. & McKenna, M.C. (2009). The effects of electronic books on pre-kindergarten-to-grade 5 students' literacy and language outcomes: A research synthesis. *Journal of Educational Computing Research, 40*, 47–87.

- **SCIENTIFIC JOURNALS**:

- Journal of Educational Computing Research, Journal of Early Childhood Literacy, Journal of Educational Psychology, I-teacher, Neos Pedagogos

1016O – Multimedia and Digital Creative Writing Applications

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1016O**	**SEMESTER**	6th
COURSE TITLE	Multimedia and Digital Creative Writing Applications		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**

	3	4
TYPE OF COURSE	Optional	
PREREQUISITES	No	
LANGUAGE OF LECTURES AND EXAMINATION	Greek	
COURSE OFFERED TO STUDENTS ERASMUS	Yes	
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED397/	

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

- learn about multimedia and digital narratives and to be able to compare and relate them
- use modern digital tools
- understand the characteristics of multimedia and hypermedia texts
- use the new dimensions of the internet in literary production
- explore the possibilities and special features of the new multimedia and digital tools
- support the creation and processing of images
- create multimedia narratives
- reate the stories and the texts for videos, podcasts, clips, ebooks, digital storytellings, digital fairytales, videopoetries

General skills

Teamwork, Research new ideas, Search, analysis and synthesis of data and information, using the necessary technologies, Promoting creative and inductive thinking

COURSE CONTENTS

The creativity in writing. Vocabulary, grammar and syntax choices in literature. Idiom and kinds of style. Language and writing of media, TV series, news, advertisements, internet.

TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>LECTURE METHOD</td><td>In classroom</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</td><td>Slide show, video courses, eclass, email</td></tr>
<tr><td>TEACHING ORGANIZATION</td><td>
<table>
<tr><th>Activity</th><th>Semester Work Load (hours)</th></tr>
<tr><td>Lectures</td><td>36</td></tr>
<tr><td>Practice-Writing exercises</td><td>24</td></tr>
<tr><td>Preparation for the exams</td><td>40</td></tr>
<tr><td>Total Course</td><td>100</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION</td><td>Evaluation language: Greek

Assessment methods (weight % if it is necessary): exams, Writing Exercises

Evaluation criteria (weight % if it is necessary): exams, Writing Exercises</td></tr>
</table>

RECOMMENDED BIBLIOGRAPHY

- Giannikopoulou Agg. (2009) «From Page @ to the Screen. Types of Texts for Electronic Literature», Writing and writings in 21ο century, Editing: P. Papoulia-Tzelepi, A. Fterniati.http://opencourses.uoa.gr/modules/document/file.php/ECD100/Διδακτικό%20Πακέτο/Λογοτεχνία%20και%20Τεχνολογία/Από%20τη%20σελίδα%20στην%20οθόνη%2C%20Είδη%20κειμένων%20ηλεκτρονικής%20λογοτεχνίας.pdf [07.20. 2017] (in Greek)
- Dimitroulia, T.(2006) «Cyber Literature: a challenge of the future». Sigkrisi, [S.l.], v. 17, p. 94-113, https://ejournals.epublishing.ekt.gr/index.php/sygkrisi/article/view/10218/10339. [5/10/2021]. (in Greek)
- Dimitroulia, T. (2008) «Genealogy of «experimental poetry». Retrieved from: http://www.kathimerini.gr/325683/article/politismos/arxeio-politismoy/genealogia-ths-peiramatikhs-poihshs [07/12/2017]. (in Greek)
- Dimitroulia, T. Tiktopoulou, Aik. (2015) «Digital literary studies», https://repository.kallipos.gr/handle/11419/5827 [07/13/2020]. (in Greek).
- Dimoulas, Ch., 2015. *Multimedia writing and management technologies*. [ebook] Athens: Association of Greek Academic Libraries. http://hdl.handle.net/11419/4343 [07/12/2017]. (in Greek)
- Meliadou, E. Nakou, E. Gkouskos, D. Meimaris M. (2011). Digital storytelling, Μελιάδου, Ε., Νάκου, Α., Γκούσκος, Δ. και Μεϊμάρης, Μ.(2011). Digital Storytelling, Learning and Education. In 6th International Conference in Open & Distance Learning, November 2011. Loutraki, Greece. (in Greek)
- Moula, E. (2012). «Seeking creativity in the teaching of literature in secondary education: The redefinition of creative "writing" in the postmodern reality and the "digital" educational order of things» Keimena 15, Retrieved from http://keimena. ece.uth.gr/main/index.php? option = com _ content &view=article&id=258:15-moula& catid = 59:tefxos15 & Itemid=95 [07/13/2020]. (in Greek)
- Xesternou, M. (2013) «Digital storytelling in education - International and Greek practices», Pedagogical Speech, 1, 39-60. (in Greek)
- Siakas, Sp. (2011) «Utilization of Animation and Cinematic Narration in the Formation of Multimedia Educational Material for Teaching / Learning Objectives», Unpublished Thesis, EAP. (in Greek)
- Ochs, E., & Capps, L. (2001). Living narrative: Creating lives in everyday storytelling. Harvard University Press.
- Georgakopoulou, A. (2007). Small stories, interaction, and identities. Amsterdam: John Benjamins.
- Georgalou, M. (2015). Small stories of the Greek crisis on Facebook. Social Media +Society 1(2). Retrieved from: http://sms.sagepub.com/content/1/2/2056305115605859.full.pdf
- Prensky, M., (2001a), Digital game-based learning. New York: McGraw-Hill
- Juul, J. (2001). *Games Telling Stories? – A brief Note on Games and Narratives.* http: //www. gamestudies. org/0101/juul-gts/. [2/28/2016]
- Jenkins, H. (2005). Game Design as Narrative Architecture. Publications Henry Jenkins.
- Microsoft, (2015) Tell a Story, Become a Lifelong Learner – Digital Storytelling Free eBook,Retrieved from http://www.learning-v.jp/dst/images/microsoft.pdf, [07/20/2017]

(A.T.E.) 1308O – Globalization: Teaching and Learning

GENERAL

FACULTY	Humanities and Social Sciences

DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1308O**	**SEMESTER**	6th
COURSE TITLE	Globalization: Teaching and Learning		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek / English
COURSE OFFERED TO STUDENTS ERASMUS	Yes
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED481/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

1) define the conceptual framework of global education
2) articulate the teaching methods and strategies involved in global education
3) explore the learning principles and content of the 17 Global Goals of Sustainable Development and link it to the field of early childhood education
4) explore creative ways of integrating the Global Competencies framework into lesson plans concerning the development of global citizenship in the early childhood classroom

General skills

- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Working in an international environment

- Work in an interdisciplinary environment
- Production of new research ideas
- Project design and management
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Exercise reflection and self-reflection
- Promoting free, creative and inductive thinking

COURSE CONTENTS

13. Introduction to Global Education. Definitions and Declarations
14. Global Competencies framework
15. Global Thinking Routines
16. Fundamental elements for teaching with a global perspective
17. Teaching about the 17 Sustainable Development Goals
18. Bringing Sustainable Development Skills to Early Childhood
19. "Out of Eden Walk" and "Out of Eden Learn"
20. "Out of Eden Learn" Slowing Down-Exchanging Stories
21. The Planetary Health: Project Zero-OOEL educational program
22. The Stories of Reception: Project Zero-OOEL educational program
23. The Re-Imagining Migration Learning Arc
24. & 13. Planning learning scenarios teaching global education in the early childhood classroom

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Interactive presentation, Case studies, Discussion, Implementation of theoretical knowledge in practice
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Presentation Software, Shared Documents, Padlet

TEACHING ORGANIZATION

Activity	***Semester Work Load (hours)***
Lectures	39
Group activities	31
Personal Study	30
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods** (weight %): Written examination 60% Successful completion of required assignments40% **Evaluation criteria** (weight %): student participation during class sessions and with course assignments

RECOMMENDED BIBLIOGRAPHY

- **SCIENTIFIC JOURNALS**:

- Boix-Mansilla, V., & Jackson, A. (2011). Educating for global competence: Preparing our youth to engage the world. New York: Asia Society-Partnership for Global Learning CCSSO Ed-Steps;. Available at http://www.pz.harvard.edu/resources/educating-for-globalcompetencepreparingouryouth-to-engage-the-world#sthash.zlQlIVmS.dpuf.
- Boix-Mansilla, V. (2015). Educating with the world in mind. Education fit for the Future: Planning for a Changing World Cambridge Schools Conference. Available at http://www.cambridgeinternational.org/images/285653-educating-with-the-world-in-mind.pdf
- Melliou, K., Bratitsis, T., Salmon, A. (2018). *"Out of Eden Learn": An online community for an inclusive world created by Harvard's Project Zero research center*. DSAI 2018: Proceedings of the 8th International Conference on Software Development and Technologies for Enhancing Accessibility and Fighting Info-exclusion June 2018 (Pages 203–210) https://doi.org/10.1145/3218585.3218683. Available at https://dl.acm.org/doi/abs/10.1145/3218585.3218683
- Dawes Duraisingh, L. (2016). Connected: A Learning journey around the world. *Educational Leadership 74*(4), 70–72. Available at https://eric.ed.gov/?id=EJ1121319
- Out of Eden Learn. Available at https://learn.outofedenwalk.com/
- Salmon, A., Gangotena, M.V., Melliou, K. (2018). Becoming Globally Competent Citizens: A Learning Journey of Two Classrooms in an Interconnected World. *Springer Early Childhood Education, 41*(5), 1-12. Available at https://link.springer.com/article/10.1007/s10643-017-0860-z

(A.T.E.) 1310O – Artful Thinking and Accessibility

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1310O**	**SEMESTER**	6th
COURSE TITLE	Artful Thinking and Accessibility		

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS-ECTS
	3	4
TYPE OF COURSE	Optional	
PREREQUISITES	No	
LANGUAGE OF LECTURES AND EXAMINATION	Greek / English	
COURSE OFFERED TO STUDENTS ERASMUS	Yes	
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED482/	

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

6) examine the nature of aesthetic experience
7) interpret the power of art in developing 21 century skills in young students
8) explore Project Zero's Artful Thinking approach and associate a number of thinking routines to using artworks in teaching
9) visit online platform of high-resolution images and videos of artworks and cultural artifacts
10) appreciate the power of technology to bring all students closer to art through virtual exhibitions

General skills

- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Working in an international environment
- Work in an interdisciplinary environment
- Production of new research ideas
- Project design and management
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Exercise reflection and self-reflection

• Promoting free, creative and inductive thinking

COURSE CONTENTS

1.The power of aesthetic experience in teaching thinking and learning
2. Art Curriculum content in early childhood education
3. Artful Thinking key learning principles and goals
4. Artful thinking dispositions and thinking routines
5. Arts and pedagogical documentation
6. Arts as a means for inclusion in the multicultural classroom
7. Integrating the Arts with Technology
8. Intangible Cultural Heritage
9. Cultural Web Portals: Google Arts and Culture
10. Cultural Web Portals: Europeana
11. Designing and organizing virtual tours in national and world museums for young students
12. Planning learning scenarios for using ICT' s to teaching thinking in the early childhood classroom

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Interactive presentation, Case studies, Discussion, Implementation of theoretical knowledge in practice
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Presentation Software, Shared Documents, Padlet
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Group activities	31
Personal Study	30

	Total Course	**100**
STUDENT EVALUATION	**Evaluation language**: **Assessment methods** (weight %): Successful completion of required assignments (100%) **Evaluation criteria** (weight %): student participation during class sessions and with course assignments	

RECOMMENDED BIBLIOGRAPHY

- Artful Thinking. Available at http://www.pz.harvard.edu/projects/artful-thinking
- Perkins, D.N., Jay, E., & Tishman, S. (1993). Beyond abilities: A dispositional theory of thinking. Merrill-Palmer Quarterly: *Journal of Developmental Psychology, 39*(1), 1-21. Available at https://www.researchgate.net/publication/232462299_Beyond_Abilities_A_Dispositional_Theory_of_Thinking
- Perkins, D.N., Tishman, S., Ritchhart, R., Donis, K., Andrade, A. (2000). Intelligence in the Wild: A dispositional view of intellectual traits. Educational *Psychology Review, 12*(3), 269-293. Available at https://link.springer.com/article/10.1023/A:1009031605464
- Perkins. D. N., & Tishman, S. (2001)."Dispositional aspects of intelligence." In S. Messick & J. M. Collis (Eds.), *Intelligence and personality: Bridging the gap in theory and measurement* (pp. 233-257). Maweh, New Jersey: Erlbaum. Available at https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.25.2525&rep=rep1&type=pdf
- Ritchhart, R., Palmer, P., Church, M., & Tishman, S. (2006). *Thinking routines: Establishing patterns of thinking in the classroom*. Paper presented at American Educational Research Association, San Francisco (April, 2006). Available at http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.545.213&rep=rep1&type=pdf
- Ritchhart, R. (2007). Cultivating a culture of thinking in museums. *Journal of Museum Education, 32*(2), 137–154. Available at https://static1.squarespace.com/static/5e7977706f259a3ea1d94af0/t/5e837008b3442351faed137d/1585672203933/JME07_Ritchhart.pdf
- Salmon, A. (2008). Promoting a culture of thinking in the young child. *Early Childhood Education Journal 35*(5), 457-461. Available at https://www.researchgate.net/publication/227065069_Promoting_a_Culture_of_Thinking_in_the_Young_Child
- Salmon, A. (2010). Tools to Enhance the young child's thinking. *Young Children. 65(*5), 26-3. Available at https://www.researchgate.net/publication/276270024_Tools_to_Enhance_Young_children's_Thinking
- Tishman, S., Jay, E., Perkins, D. N. (1993). Teaching Thinking Dispositions: From Transmission to Enculturation. *Theory into Practice, 32*(3), 147-153. Available at https://www.jstor.org/stable/1476695

19080 - Theater Game

GENERAL

FACULTY	Humanities and Social Sciences
DEPARTMENT	Early Childhood Education
LEVEL OF STUDY	Undergraduate – 1st Cycle

COURSE CODE	**19080**	**SEMESTER**	2nd
COURSE TITLE	Theater Game		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Practical
PREREQUISITES	None
LANGUAGE OF LECTURES AND EXAMINATION	Greek/French/English
COURSE OFFERED TO STUDENTS ERASMUS	Yes
COURSE WEBSITE (URL)	http://eclass.uowm.gr/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to: prove knowledge and understanding of topics in theatrical play issues. These will be based on their general post-secondary education and will be supported by high quality scientific books. Their knowledge will also include theories that stem from modern developments in this field. They will be able to manipulate the knowledge they have acquired with an approach that will prove a relevant professional approach to the subject of Kindergarten Teacher or, in general, their profession. They will also get greater skills that will be proven by developing and supporting arguments and problem solving within their cognitive pedagogical field. Students will have the ability to gather and interpret relevant elements of the general Pedagogical Science to make judgments and reflections on related artistic, social, scientific or ethical issues. They will also be able to convey views, ideas, information, questions and solutions to both specialized and non-specialized audiences. Finally, they will be able to develop those knowledge acquisition skills, exactly what they need to pursue postgraduate or other studies without the help of previous teachers or relevant textbooks.

General skills

Students of the "Theater Game" course, at the end of the semester, will be able to work in a specific interdisciplinary environment, recognizing and accepting the difficulties and benefits of this level of work. At the same time, they will be able to work as a team, since throughout the semester they will have realized the value of teamwork. In this context, they will be able to make important decisions, which will often be extremely important, both for themselves and for their objects of work, ie infants. At the same time, they will be able to adapt to ever-changing situations, due to the fact that they will operate in a highly competitive professional environment, where the promotion of inductive, creative and free study will prevail. They will also learn to respect the multiculturalism and diversity of infants, their parents, and their colleagues. They will not overlook the fact that they will often have to work in an international environment, because modern living conditions gradually impose it on all educators. They will be able to both criticize and accept it, because they know that this process benefits them the most. Students who will finish their studies in this subject will be able to work independently, without dependence on other people, either superior or inferior, while they will be highly responsible and sensitive to issues of both sexes, demonstrating moral, social, professional responsibility.

COURSE CONTENTS

This course includes theatrical games and exercises that can be applied in Greek education, while at the same time theoretical issues of the same subject are analyzed, which are the main support of all exercises. The problems that arise from the application of the exercises in the classroom are examined, both at the organizational and artistic level, while an attempt is made to solve them through corresponding suggestions of the teacher. The Theatrical Play in this course is combined with the principles of Theatrical Education, without theories and atopic approaches, so that one specialty helps the other to the maximum extent. Also, during the semester, the teacher performs theatrical play exercises in the context of small theatrical performances. These exercises are that of the Circle, the Mirror, the Guide, the Sculptor, the Entry-Exit, the Museum, the Three Words, the Grimace, the Magic Box, etc.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Lectures – Power Point presentations – Video presentations
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Yes
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Students presentations	61
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek Students of this course at the end of the semester will possess proven knowledge and understanding of topics in theatrical play issues. These will be based on their general post-secondary education and will be supported by high quality scientific books. Their knowledge will also include theories that stem from modern developments in this field. They will be able to manipulate the knowledge they have acquired with an approach that will prove a relevant professional approach to the subject of Kindergarten Teacher or, in general, their profession. They will also have skills that will be proven by developing and supporting arguments and problem solving within their cognitive pedagogical field. They will have the ability to gather and interpret relevant elements of the general Pedagogical Science to make judgments and reflections on related artistic, social, scientific or ethical issues. They will also be able to convey views, ideas, information, questions and solutions to both specialized and non-specialized audiences. Finally, they will be able to develop those knowledge acquisition skills, exactly what they need to pursue postgraduate or other studies without the help of previous teachers or relevant textbooks

RECOMMENDED BIBLIOGRAPHY

- **SCIENTIFIC BOOKS - JOURNALS**:

- Gargalianos, S (2020). *Theater Education*. Thessaloniki: Afoi Kyriakidi (in Greek)
- Gargalianos, S (2020). *Dramatization*. Thessaloniki: Afoi Kyriakidi (in Greek)
- Gargalianos, S (2020). *Theater Game*. Thessaloniki: Afoi Kyriakidi (in greek)
- Quentin, G. (2004). *Enseigner avec aisance grâce au théâtre*. Lyon: Chronique Sociale
- Heril, A. Megrier, D. (2001). *Etrainement à l'improvisation théâtrale*. Paris: Retz
- Legrand, M. (2004). *Sortir au théâtre à l'école primaire*. Paris: Hachette.
- Mayesky, M. (2012). *Creative Activities for Young Children*. Wadsworth: Cengage Learning.
- Megrier, D. (2004). *100 jeux de théâtre à l'ecole maternelle*. Paris: Retz
- Sotiropoulou-Zormpala, M. (2020). *Integrating Arts in Education*. Athens: Pedio (in Greek)

2224CO– Science Teaching and Learning

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**2224CO**	**SEMESTER**	A
COURSE TITLE	Science Teaching and Learning		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	5
TYPE OF COURSE	Elective - Didactics of the subject area Implementation - Skills Development Course for a limited number of students (30)	
PREREQUISITES	Science Concepts and their Representations	
LANGUAGE OF LECTURES AND EXAMINATION	Greek	
COURSE OFFERED TO STUDENTS ERASMUS		
COURSE WEBSITE (URL)		

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

1) Describe, predict and interpret natural phenomena using relevant concepts, ideas and concepts,
2) Recall the alternative perceptions of kindergarten students and young children
3) Identify the steps of an inquiry-based scientific activity and understand its purpose,
4) Design simple activities to handle students' alternative perceptions and/or introduce science concepts using simple phenomena in science knowledge areas
5) Identify and design activities based on modern approaches to teaching science

General skills

- Searching, analysing and interpreting data and information
- Cooperation and teamwork
- Independent work and study
- Critical thinking
- Scientific skills

COURSE CONTENTS

The concepts and ideas of science are introduced to students in order to enable them to predict, describe and interpret simple physical phenomena. At the same time, students are informed about the alternative perceptions (AC) of university students, kindergarten students and infants and how they can deal with them. The course emphasizes the understanding and application of contemporary approaches to teaching science concepts.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to Face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	- PowerPoint presentation during the course - Modern online quizzes during the course - E-class platform with supporting digital material

	Students can communicate personally with the lecturer via e-mail.

TEACHING ORGANIZATION

Activity	*Semester Work Load (hours)*
Lectures and participation in activities	39
Personal research and study	31
Preparation of group assignments	35
Individual study	20
Total course	**125**

STUDENT EVALUATION

Evaluation language: Greek

Assessment methods (weight %if it is necessary):
Evaluation methods (% weighting):

1. Participation (30%)

2. Worksheets (30%)

3. Group Assignments (40%)

RECOMMENDED BIBLIOGRAPHY

Driver, R., Squires, A., Rushworth, P. & Wood-Robinson, V. (1998) Building Concepts in Science. Athens Typophyto

Hewitt, P. (2004) The concepts of physics. Heraklion: University Publications of Crete.

Kariotoglou, P. (2006) Pedagogical Content Knowledge in Science: Three case studies Thessaloniki.

Ravanis, K. (1999) Science in pre-school education. Athens Typothyto

-Relevant scientific journals:

International Journal of Early-Years Science Education: https://www.tandfonline.com/toc/ciey20/current

International Journal of Science Education: https://www.tandfonline.com/toc/tsed20/current

Education Sciences (open access): https://www.mdpi.com/journal/education

Frontiers in education (open access): https://www.frontiersin.org/journals/education

2104O – Issues on Pediatrics and First Aid

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**2104O**	**SEMESTER**	6th
COURSE TITLE	Issues on Pediatrics and First Aid		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Special background
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	GREEK
COURSE OFFERED TO STUDENTS ERASMUS	No
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/

LEARNING OUTCOMES

After successful completion of the course, students will be able to: 1) recognize symptoms and conditions that are harmful to child's health 2) provide proper immediate care, until specialist care is available
General skills
• Adaptation to new situations • Decision making • Supplies for dealing with school incidents • Accident prevention • Emergency management

COURSE CONTENTS

1. General first aid principles
2. Cardiopulmonary Resuscitation (CPR)
3. General symptoms (fever, vomiting, headache, abdominal pain, rashes)
4. Airway obstruction (foreign body aspiration), Water aspiration (drowning in water)
5. Respiratory distress, Asthma
6. Poisons' effects on the body (Poisoning, Bites, Stings)
7. Loss of consciousness (Faint, Seizures)
8. Allergic reactions
9. Musculoskeletal injuries (Trauma, Hemorrhage, Ecchymosis, Fractures)
10. Electrocution, Heat stroke, Hypothermia, Burns
11. Sensory organs damage (Eyes, Nose)
12. Shock
13. Diabetes mellitus

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	In the classroom: lectures and dialogue with the students/ In the gym: practical exercise (role playing – scenario-based training)
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Advanced project management software - Support of learning process through the e-class platform, Powerpoint presentations, Videos

TEACHING ORGANIZATION	*Activity*	*Semester Work Load (hours)*
	Lectures	24
	Practical exercise	15
	Preparation/presentation of teamwork	25
	Personal study	36
	Total Course	**100**

STUDENT EVALUATION	I. Final written exams II. Teamwork

RECOMMENDED BIBLIOGRAPHY

Ινστιτούτο Υγείας Του Παιδιού (2018) *Πρώτες Βοήθειες – Εγχειρίδιο για εκπαιδευτικούς.*

Μπριασούλης, Γ. (2007). *Επείγουσα Παιδιατρική, Πρακτικός οδηγός: Βασική και εξειδικευμένη υποστήριξη της ζωής.*

2221Ο – Educational designs and practices in modern learning environments

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**2221Ο**	**SEMESTER**	6th
COURSE TITLE	Educational designs and practices in modern learning environments		

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS-ECTS
	3	4
TYPE OF COURSE	Optional	
PREREQUISITES	Teaching Practice: Early Childhood Curricula, Observation, Reflection	
LANGUAGE OF LECTURES AND EXAMINATION	Greek	
COURSE OFFERED TO STUDENTS ERASMUS	No	
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED422/	

LEARNING OUTCOMES

After successful completion of the course, students will be able to:

1) identify the elements that compose a modern learning environments
2) make connections between the learning environments and the theoretical assumptions about learning and teaching
3) make action plans according to the modern theories in learning and teaching
4) design learning activities in formal and non-formal educational settings
5) employ questions as a teaching tool
6) formulate higher order questions.

General skills

Students are expected to search, analyze, and compose data and information, to adapt to new situations, to make decisions, to collaborate to work as a team, to exercise creative criticism.

COURSE CONTENTS

Students will be introduced to the elements that compose a modern creative, flexible, active, and appropriate learning environment for young children and they will be aware of the impact that it has on the children's learning. Students are given opportunities to become familiar with modern learning theories (constructivism, sociocultural theories) and to use them to better understand the educational environment and to design learning activities in formal and non-formal education. Students will be also aware of how significant the effective use of questions is in the educational process. They are provided strategies of formulating higher order questions to encourage deeper thinking and reflection. Students will be invited to participate in cooperative group learning activities and to develop group action plans and educational designs. They will also have the opportunity to deal with audiovisual material from kindergarten classes.

TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>LECTURE METHOD</td><td>Class, Presentations, Cooperative group learning activities</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</td><td>Videos, e-class discussions</td></tr>
<tr><td>TEACHING ORGANIZATION</td><td>
<table>
<tr><th>Activity</th><th>Semester Work Load (hours)</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Individual study and research</td><td>11</td></tr>
<tr><td>Preparation for individual and/or group essays</td><td>20</td></tr>
<tr><td>Preparation for exams</td><td>30</td></tr>
<tr><td>Total Course</td><td>100 hours</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION</td><td>Evaluation language: Greek

Assessment methods: individual and/or group essays (30%), exams (70%)
Evaluation criteria: effective response to the course requirements, efficiency in design activities.</td></tr>
</table>

RECOMMENDED BIBLIOGRAPHY

- Germanos, D. (2006). *The walls of knowledge*. Athens: Gutenberg. [In Greek]
- Dimitriadou, K. (2016). *New orientations of didactics.* Athens: Gutenberg. [In Greek]
- Edwards, C., Garnini, L. & Forman, G. (Eds.) (2011). *The Hundred languages of children. The Reggio Emilia Approach in Transformation* (3rd ed.) Westport: Praeger Publishers.
- Frey, K. (2002). *The project method.* Thessaloniki: Kyriakidis Bros S.A. [In Greek]
- Matsagouras, E. (2000). *Collaborative teaching and learning*. Athens: Grigoris Publications. [In Greek]
- Birbili, M. (2015). *Towards a Pedagogy of Dialogue. The Importance and Role of Questions in Pre-school Education*. Thessaloniki: Sofia. [In Greek]
- Doliopoulou, E. (2001). *Modern Tends in Early Childhood Education*. Athens: Typothyto – G. Dardanos. [In Greek]
- Rekalidou, G. (2016). *The evaluation in Early Childhood classrooms.* Athens: Gutenberg. [In Greek]
- Nikonanou, N. (Ed.) (2015). *Museum learning and experience in the 21st Century.* Athens: www.kallipos.gr. [In Greek]
- Jimoyiannis, A., (2019). *Digital Technologies and 21st Century Learning .* Athens: Kritiki Publishing. [In Greek]

SCIENTIFIC JOURNALS:

- *Dialogues! Theory and practice in the sciences of education,* School of Early Childhood Education-AUTh, https://ejournals.epublishing.ekt.gr/index.php/dialogoi/index
- *Investigating the child's world*, OMEP Greece, https://ejournals.epublishing.ekt.gr/index.php/omep/index
- *Hellenic Journal of Research in Education* Democritus University of Thrace, https://ejournals.epublishing.ekt.gr/index.php/hjre/article/view/23311/20478
- *- Action Researcher in Education*, http://www.actionresearch.gr/el/node/13

Π18Ο – Students' Practicum-Practical Training (Extended)

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**Π18Ο**	**SEMESTER**	5th & 6th
COURSE TITLE	**Practical Training (Extended)**		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	OPTIONAL
PREREQUISITES	NONE
LANGUAGE OF LECTURES AND EXAMINATION	GREEK
COURSE OFFERED TO STUDENTS ERASMUS	YES
COURSE WEBSITE (URL)	https//internship.uowm.gr/the-program/

LEARNING OUTCOMES

The activities developed within the framework of the University of Athens concern the strengthening of students' activities, seeking to make better use at a professional level of the knowledge and skills acquired during their studies and to integrate them more easily and beneficially into the labor market.

General skills

The Extended Practical Training Program through NSRF 2014-2020 (D.P.A.). The Department of Early Childhood Education participates in the action "Higher Education Internship of the University of Western Macedonia" with the code MIS 5031197 of the Operational Programme "Human Resources Development, Education and Lifelong Learning 2014-2020", which is co-funded by the European Union (European Community Fund) and National Resources. The Internship Program (P.T.) of the University of Western Macedonia aims at the adequate preparation of the students in order to effectively apply the knowledge they acquire during their studies and to work in a field of work with direct or indirect relevance to their studies. The activities developed within the framework of the University of Western Macedonia concern the strengthening of the activities of the students, seeking to make better use at a professional level of the knowledge and skills

acquired during their studies and their easier and more beneficial integration into the labor market. The E.P.T. is an important part of Higher Education, as it concerns the acquisition of work experience and the contact of female students with the labor market. It contributes to the better use at a professional level of the knowledge and skills acquired by the students during their studies, to their easier and more beneficial integration into the labor market as well as to the creation of two-way communication between educational institutions and productive bodies in the country. The acquisition of professional experience through the E.P.T. can help in the correct career guidance of the student, who in many cases has not defined her professional goals or has not yet sought alternative professional opportunities. The E.P.T. in the Department of Early Childhood Education is institutionalized and has a duration of two months. It contributes to the better use at a professional level of the knowledge and skills acquired by the students during their studies, to their easier and more beneficial integration into the labor market as well as to the creation of two-way communication between educational institutions and productive bodies in the country. The acquisition of professional experience through the E.P.T. can help in the correct professional experience Students apply to the electronic platform of the program and then the approximately 25 P.T. positions that we have available for each year (always depending on the funding that the program gets) are distributed according to an algorithm that has been defined and takes into account the number of courses that the candidate has passed depending on the semester in which he/she is located. This position is an elective course for those who have been selected. During the implementation of the University, students are supervised by one teacher who is the same for all of them. The beneficiaries are insured for these two months by the foundation to IKA. The E.P.T. can be done in Public or Private entities at a rate of 45% and 55% respectively. This quota is imposed by the European Commission and is unswerving. The host institution declares the P.T. positions it wishes on the atlas platform (Central Support System for the Practical Training of Universities students (https://atlas.grnet.gr/) and from there the position is pledged for the candidate student. https://arch.icte.uowm.gr/iposition/index.php?=site/login.
The official website of E.P.T. is: https//internship.uowm.gr/the-program/

COURSE CONTENTS

Practical Training is an important part of Higher Education, as it concerns the acquisition of work experience and the contact of students with the labor market. It contributes to the better use at a professional level of the knowledge and skills acquired by students during their studies, to their easier and more beneficial integration into the labor market as well as to the creation of two-way communication between educational institutions and the productive bodies of the country. The acquisition of professional experience through the Students' Practicum-Practical Training can help in the correct career guidance of the student, who in many cases has not defined his/her professional goals or has not yet sought alternative professional opportunities.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	In scheduled meetings at the PT Office
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of presentation software Support of the Learning Process through the e-class online platform
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Practical Training in a Public or Private Sector Host Organization	
Total Course	**240**

STUDENT EVALUATION	The evaluation of students is based on the deliverables set by the NSRF Program practical training of students of Tertiary Education.

7th SEMESTER

COMPULSORY COURSES

1313C - Robotics and STEAM training

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1313C**	**SEMESTER**	7th
COURSE TITLE	Robotics and STEAM training		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional, Specilization
PREREQUISITES	NONE
LANGUAGE OF LECTURES AND EXAMINATION	Greek/English
COURSE OFFERED TO STUDENTS ERASMUS	YES
COURSE WEBSITE (URL)	https://eclass.uowm.gr/

LEARNING OUTCOMES

The course refers to modern, innovative teaching approaches and specifically educational robotics and STEAM Education. Upon completion of the course, students are expected to:
- know the use and didactic use of various educational robotics devices suitable for young ages
- design teaching interventions that utilize robotic devices / constructions purely
- know the theoretical background of STEAM Education and its connection with other teaching approaches (such as Design Thinking, Learning through problem solving, etc.)
- know the importance of STEAM Training and its connection to the rest of the curriculum
- know the Engineering Design process and its application for problem solving.
- know the content of the new curricula in relation to the STEM field.
- design interdisciplinary teaching interventions based on the knowledge they will gain in the fields addressed by the course.

General skills
- self-employed work - teamwork - production of new material - adaptation to new situations - criticism and self-criticism - promotion of free, creative and inductive thinking - decision-making - interdisciplinary approach to problems

COURSE CONTENTS

1. Educational Robotics
2. STEAM Training
3. Realistic problems and connection to the real world
4. Added value of STEAM problems
5. Sensors and Robotic structures
6. Physical interfaces

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	LECTURES
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	YES
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Individual-Group projects	26
Laboratory sessions	13
Independent study	22
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek/English 1. Oral examination at the end of the semester. 2. Homeworking.

	3. Oral presentation of the paper. 4. Use of Multiple Bibliography. 5. Workshop or practical exercises. 6. Monitoring students during laboratory or practical exercises. 7. Receive systematic comments from students in the middle of the semester. 8. Ensure transparency in the evaluation of student performance Through the collaborative activities they carry out, everyone's activity is evident to everyone else. In addition, they are called upon to self-assess and evaluate each other. The tasks are carried out during the teachings with a step-by-step approach and therefore a presence in the teachings is required.

RECOMMENDED BIBLIOGRAPHY

- Proceedings of Conferences of the last 5 years from the international debate
-

Scientific Journals:

- Θέματα Επιστημών και Τεχνολογίας στην Εκπαίδευση
- Themes on e-Learning
- Computers & Education
- International Journal of STEM Education
- Hellenic Journal of STEM Education

2219C - Teaching Practice: Design, Development, and Intervention

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**2219C**	**SEMESTER**	7th and 8th
COURSE TITLE	Teaching Practice: Design, Development, and Intervention		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	6	12
TYPE OF COURSE	Compulsory	
PREREQUISITES	Teaching Practice: Early Childhood Curricula, Observation, Reflection (from 3rd or 4th semesters) and 4 compulsory didactics (from 5th and 6th semesters)	

LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	No
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED457/

LEARNING OUTCOMES

After successful completion of the course, students will be able to:

1) improve observation skills to interpretate the educational procedure
2) deepen understanding of how children learn (through the process of observing and documenting)
3) adopt an open learning environment that facilitates the learning procedure and promotes the development of autonomy of all children
4) design, implement and evaluate creative activities (developmentally appropriate practice) that emerge from the needs of children and contribute to their overall development
5) reflect upon, based on scientific assumptions, their personal educational theory and their own values revealed in their educational practices.

General skills

After successful completion of the course students will have acquired to collect, analyse and process data, to work together in group, to adapt to new situations and make decisions, to design, implement and evaluate projects, to exercise creative criticism and ask self-referential questions, to demonstrate social, professional and moral responsibility.

COURSE CONTENTS

Students are provided theoretical and methodological directions in order to design a collaborative, participatory educational program. Students are supported in elaborating, writing, and implementing teaching designs. During 10 working days they attend classes in the Kindergarten to make observations, collect and analyse data that help them understand the class context, so that the planning of their teaching is consistent with it. Students work in pairs and complete field observation by taking on a teaching role for 20 working days, for which they are expected to be able to reflect.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Class, Presentations, Group work
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Videos, e-class discussions

TEACHING ORGANIZATION

Activity	***Semester Work Load (hours)***
Lectures - Presentations	39
Teaching design Workshops	39
Field observation in Kindergarten and teaching interventions	125

	Individual research and study: 40 Preparation for individual final essay: 57 **Total Course: 300 hours**
STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods**: participation in lectures and workshops (10%), individual presentation (20%), individual final essay (70%) **Evaluation criteria**: effective response to the course requirements, efficiency in observation recording and interpretation as well as design of practice

RECOMMENDED BIBLIOGRAPHY

- Androusou, A. & Avgitidou, S. (Eds.) (2013). *Teaching practice in initial teacher education: Research Approaches, Network of Teaching Practice*. Athens: Department of Early Childhood Education, National and Kapodistrian University of Athens. [In Greek]
- Avgitidou, S. & Sidiropoulou, Ch. (2020). Deconstructing and restructuring the future teachers' beliefs: An intervention in a teaching practice programme. *Hellenic Journal of Research in Education, 9*(1), 77-91. [In Greek] doi:https://doi.org/10.12681/hjre.23311
- Avgitidou, S., Tzekaki, M., & Tsafos, V. (Eds.) (2016). *Preservice teachers observe, intervene, and reflect.* Athens: Gutenberg. [In Greek]
- Avgitidou, S . (2014). Teachers as researchers and reflective practitioners.Athens: Gutenberg. [In Greek]
- Clark, A. & Moss, P. (2011). *Listening to Young Children: The Mosaic Approach (2nd ed.).* London: National Children's Bureau.
- Gouriotou, E., Kakana, D., Birbili, M. & Chadzopoulou, K. (Eds.) (2020). *Teacher Training and Schools of Education, 30 years later: Facing the new challenges.* Proceedings of the 2nd Greek Conference of the Teaching Practice Network. Volos: University of Thessaly Press http://press.uth.gr/images/ebooks/ebook_praktika.pdf
- Dafermou-Kortesi, Ch. & Sfyroera, M. (2019). *Storybooks: for children's literacy and social empowerment. Teaching Practice and class work*. Athens: Gutenberg.
- Pliogou, V. & Karakatsani, D. (Eds.) (2020). *Modern trends in pedagogical theory and practice*. Athens: Gutenberg. [In Greek]
- Birbili, M. (2015). *Towards a Pedagogy of Dialogue. The Importance and Role of Questions in Pre-school Education*. Thessaloniki: Sofia. [In Greek]
- Doliopoulou, E. (2005). *The implementation of the project method in Greek kindergartens*. Athens: G. Dardanos – K. Dardanos. [In Greek]
- Chrysafidis, K. (2000). *Experiential-Communicative teaching*. Athens: Gutenberg. [In Greek]

- **SCIENTIFIC JOURNALS**:

- *Dialogues! Theory and practice in the sciences of education,* School of Early Childhood Education-AUTh, https://ejournals.epublishing.ekt.gr/index.php/dialogoi/index
- *Investigating the child's world*, OMEP Greece, https://ejournals.epublishing.ekt.gr/index.php/omep/index
- *Hellenic Journal of Research in Education* Democritus University of Thrace, https://ejournals.epublishing.ekt.gr/index.php/hjre/article/view/23311/20478

- *Action Researcher in Education*, http://www.actionresearch.gr/el/node/13
- *International Journal of Early Childhood*, https://www.springer.com/journal/13158
- *- European Early Childhood Education Research Journal (EECER),* https://www.eecera.org/journal/

OPTIONAL COURSES

0405O - Applications of Cognitive Psychology in Education

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0405O**	**SEMESTER**	7th
COURSE TITLE	Applications of Cognitive Psychology in Education		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes (English Language)
COURSE WEBSITE (URL)	https://eclass.uowm.gr

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

Familiarization of students with contemporary topics of theory and research in the field of Cognitive and Educational Psychology for learning, thought development, and teaching, with emphasis on the connection of basic research in Psychology with educational practice. Students are expected to acquire skills in bibliography search, information synthesis and application of knowledge in the kindergarten environment, with topics from the course content. It is expected that male and female students will be able to design and perform research in this specific field.

General skills

- Adaptation to new situations
- Collect, analyse and process data
- Decision making
- Autonomous work
- Teamwork
- Working in an international environment
- Work in an interdisciplinary environment
- Production of new research ideas
- Project design and management
- Respect for diversity and multiculturalism
- Exercise reflection and self-reflection
- Promoting free, creative and inductive thinking

COURSE CONTENTS

Selected bibliography and suggested or emerging bibliography on topics such as: Knowledge and its organization, Cognitive interventions for the development of thinking, Kindergarten-infant relationships, Cognitive development of infants and school achievement, Cognitive functions involved in writing and reading. Categorization.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Lecturing, and, in the most, active teaching methods, such as discussion, question-answer and working in groups.

<table>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</td><td>Presentation Software, Shared Documents via eclass. Emails</td></tr>
<tr><td>TEACHING ORGANIZATION</td><td>
<table>
<tr><th>Activity</th><th>Semester Work Load (hours)</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Individual essay /oral presentation</td><td>10</td></tr>
<tr><td>Team research assignment: performing and writing</td><td>18</td></tr>
<tr><td>Analyzing case study in groups</td><td>8</td></tr>
<tr><td>Personal/individual study</td><td>15</td></tr>
<tr><td>Study and discussion of literature/papers</td><td>10</td></tr>
<tr><td>Total Course</td><td>100</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION</td><td>Evaluation language: Greek

Assessment methods (weight %): Successful completion of required assignments (100%)

Evaluation criteria (weight %): Final written exams, personal/ individual assignment (oral presentation and written) during class sessions, team research: design and perform a research.</td></tr>
</table>

RECOMMENDED BIBLIOGRAPHY

- Banyard, P, &Hayes, N. (1999). *Thinking and Problem solving*. London: The British Psychological Society
- Esgate, A., Groome, D., Heathcote, D, Kemp, R., Maguire, M. & Read, C. (2004*). An introduction to applied cognitive psychology*. London: Psychology press.
- Κωσταρίδου-Ευκλείδη, Α. (2005). *Μεταγνωστικές διεργασίες και αυτο-ρύθμιση*. Αθήνα: Ελληνικά Γράμματα.
- Κωσταρίδου-Ευκλείδη, Α. (2012). Ψυχολογία της σκέψης. Αθήνα: Πεδίο.
- Oates, J. & Grayson, A. (2004). *Cognitive and language development in children*. Oxford: Blackwell.
- Pickering, S. J. (2005). *Working memory and education*. Oxford: Elsevier.
- Siegler, R., S. (1998). *Children's thinking*. N.Y: Prentice- Hall, Inc.
- -(2005). Πώς σκέφτονται τα παιδιά (Μετάφραση: Ζ. Κουλεντιανού, Επιμέλεια: Σ. Βοσνιάδου). Αθήνα: Gutenberg..

- **SCIENTIFIC JOURNALS**:

- Ψυχολογία, Cognitive Pychology, Educational Psychology, Developmental Psychology

04080 – The study of discourse in Social Psychology

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	04080	**SEMESTER**	7th
COURSE TITLE	The study of discourse in Social Psychology		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional, Advanced
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes (English)
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED260/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:
1) discern between Discursive Social Psychology and Behavioural/Cognitive Social Psychology in terms of their ontological and epistemological assumptions
2) understand data collection and analysis methods developed in Discursive Social Psychology
3) understand research topics in Discursive Social Psychology, especially those concerning education
4) critically appraise the prospects of applying knowledge produced in Discursive Social Psychology to practical issues in education

General skills

Searching for, analyzing and synthesizing data and information, assisted by technological means
Working independently
Free, creative and inductive thinking
Social, professional and moral responsibility

COURSE CONTENTS

In this course major constructionist and poststructuralist research traditions developed in Discursive Social Psychology are discussed. Theoretical and methodological issues are examined along with discourse analysis models developed in connection with research topics such as racist discourse, national identity as discourse, classroom, curriculum and schoolbooks discourse, psychological discourse on childhood and development and its uses in education. Finally, the prospects of using knowledge produced in Discursive Social Psychology for critical reflection on the production of disciplinary knowledge as well as its uses in institutional contexts like education.

TEACHING and LEARNING METHODS - EVALUATION

TEACHING METHOD	Lectures & guided discussion in small groups
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Electronic journals and other electronic resources and technological means
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Individual study/research	21
Essay writing/presentation	40
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek & English (for ERASMUS students) **Assessment methods**(weight %): essay writing 80% and essay presentation 20% **Evaluation criteria**(weight %): individual essays 80% and essay presentation 20%

RECOMMENDED BIBLIOGRAPHY

- Benwell, B. & Stokoe, E. (2006) *Discourse and identity.* Edinburgh: Edinburgh University Press.
- Burr, V. (2015) *An introduction to social constructionism.* 3rd ed. London: Routledge.
- Dickerson, P. (2012) *Social psychology: Traditional and critical perspectives.* Essex, UK: Pearson.
- Gergen, K.J. (1994) *Toward transformation in social knowledge.* 2nd ed. London: Sage.
- Gough, B. & McFadden, M. (2001) *Critical social psychology: An introduction.* Basingstoke, Hampshire: Palgrave.
- Hepburn, A. (2003) *An introduction to critical social psychology.* London: Sage.
- McKinlay, A. & McVittie, C. (2008) *Social psychology and discourse.* Chichester, West Sussex: Wiley-Blackwell.
- Parker, I. & Shotter, J. (Eds.) (1990) *Deconstructing social psychology.* London: Routledge.
- Rogers, W.S. (2013) *Social psychology.* 2nd ed. Berkshire, UK: McGraw Hill & Open University Press.

- Wetherell, M., Taylor, S. & Yates, S.J. (Eds.) (2001a) *Discourse as data: A guide for analysis.* London: Sage & The Open University.
- Wetherell, M., Taylor, S. & Yates, S.J. (Eds.) (2001b) *Discourse theory and practice: A reader.* London: Sage & The Open University.

- **SCIENTIFIC JOURNALS**:

- Discourse: Studies in the cultural politics of education
- Discourse & Communication,
- Discourse & Society,
- Discourse Processes,
- Journal of Language & Social Psychology
- Pedagogy, Culture & Society
- Qualitative Psychology
- Qualitative Research in Psychology
- Research on Language & Social Interaction
- Social Psychology Quarterly

0410O – The study of organization in Social Psychology

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0410O**	**SEMESTER**	7th
COURSE TITLE	The study of organization in Social Psychology		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional, Advanced
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes (English)
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED425/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

1) discern among the epistemological paradigms in terms of their theoretical and methodological assumptions in organizational research, especially in Social Psychology
2) understand the complexity of organizational research issues in the social sciences and Social Psychology in particular
3) understand the complexity of organizational research issues in educational management
4) critically appraise the prospects of applying knowledge produced in the social sciences and Social Psychology to practical management issues in organizations, especially in schools

General skills

Searching for, analyzing and synthesizing data and information, assisted by technological means
Working independently
Free, creative and inductive thinking
Social, professional and moral responsibility

COURSE CONTENTS

The course includes the following: a. an overview of organizational theory and research in terms of epistemological paradigms, b. theory and research on organizations in Social Psychology, c. theory and research on schools as organizations, d. socio-psychological theory and research on leadership in organizations, especially in schools, and e. theory and research on organizational identity, especially on organizational identity in schools.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Lectures & guided discussion in small groups
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Electronic journals and other electronic resources and technological means

TEACHING ORGANIZATION

Activity	***Semester Work Load (hours)***
Lectures	39
Individual study/research	21
Essay writing/presentation	40
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek & English (for ERASMUS students) **Assessment methods** (weight %): essay writing 80% and essay presentation 20% **Evaluation criteria** (weight %): individual essays 80% and essay presentation 20%

RECOMMENDED BIBLIOGRAPHY

- Alvesson, M. & Spicer, A. (Eds.) (2010) *Metaphors we lead by: Understanding leadership in the real world.* London: Routledge.
- Barling, J. & Cooper, C.L. (Eds.) (2008) *The Sage handbook of organizational behavior.* Volume 1: Micro-perspectives. London: Sage.
- Bryman, A., Collinson, D.L., Grint, K., Jackson, B. & Uhl-Bien, M. (Eds.) (2011) *The Sage handbook of leadership.* London: Sage.
- Clegg, S.R. & Cooper, C.L. (Eds.) (2008) *The Sage handbook of organizational behavior.* Volume 2: Macro-approaches. London: Sage.
- Clegg, S.R., Hardy, C., Lawrence, T. & Nord, W.R. (Eds.) (2013) *The Sage handbook of organization studies.* 2nd ed. London: Sage.
- Greenberg. J. (2011) *Behavior in organizations.* 10th ed. New York, NY: Pearson.
- Hatch, M.J. & Cunliffe, A.L. (2013) *Organization theory: Modern, symbolic and postmodern perspectives.* 3rd ed. Oxford: Oxford University Press.
- Morgan, G. (2006) *Images of organization.* 3rd ed. London: Sage.
- Northouse, P.G. (2018) *Leadership: Theory and practice.* 8th ed. London: Sage.
- Tsoukas, H. & Knudsen, C. (Eds.) (2005) *Oxford handbook of organization theory: Meta-theoretical analysis.* Oxford: Oxford University Press.
- Yukl, G.A. & Gardner, W.L. (2020) *Leadership in organizations.* 9th ed. New York, NY: Pearson.

- **SCIENTIFIC JOURNALS**:

- Educational Administration Quarterly
- International Journal of Educational Management
- International Journal of Leadership in Education: Theory and Practice
- Journal of Educational Management, Administration & Leadership
- Journal of Management Communication
- Journal of Management Studies
- Leadership
- Leadership Quarterly
- Organization
- Organization Studies

0920O – Discourse Analysis

GENERAL

FACULTY	Humanities and Social Sciences

DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0920O**	**SEMESTER**	7th
COURSE TITLE	Discourse Analysis		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Scientific Area
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes (in English, as a reading course)
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED485/

LEARNING OUTCOMES

After successful completion of the course, students will be able to:

- Identify the social and communicative parameters to which language use is related in different circumstances.
- Employ the appropriate theoretical and methodological tools so as to analyze structurally and critically various texts from spoken, written and multimodal discourse.
- Collect, transcribe (wherever necessary), analyze, compare and contrast data from different communication circumstances and genres.
- Realize the dynamic role of language as a communicative resource and as a form of social practice.

General skills

- Apply knowledge in practice
- Retrieve, analyze and synthesize data and information, with the use of necessary technologies
- Work autonomously
- Work in teams
- Wok in an interdisciplinary team
- Demonstrate social, professional and ethical commitment and sensitivity to gender issues
- Appreciate diversity and multiculturalism
- Be critical and self-critical
- Make decisions
- Advance free, creative and causative thinking
- Generate new research ideas
- Research ethics

COURSE CONTENTS

Discourse analysis looks at how language is used across texts as well as the social and cultural contexts in which the texts occur (who says what to whom, in which channel, under which circumstances, with what effect). In this course, we examine different approaches to discourse, looking at discourse and pragmatics, discourse and genre, discourse and conversation, classroom discourse analysis, discourse grammar, narrative and discourse, discourse and identities, multimodal discourse analysis, critical discourse analysis and digital discourse analysis. These topics are explored though a wide range of authentic language examples extracted from media texts, advertisements, academic articles, telephone conversations, chats among friends, dialogues from films, TV series and theatrical performances, TV interviews, fairy tales, children-to-children and children-to-adults interactions, teacher-student turn-taking, and social media posts.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face-to-face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Teaching: PowerPoint presentations Communication with students: e-class, email Evaluation: submission of projects on e-class
TEACHING ORGANIZATION	
STUDENT EVALUATION	• Exam at the end of the semester (70% or 100%) • Individual/group project (30%; optional)

Activity	***Semester Work Load (hours)***
Lectures	26
Practical application and exercises	14
Preparation for projects	30
Individual research and study	10
Preparation for exams	20
Total Course	**100**

RECOMMENDED BIBLIOGRAPHY

- Gee, J. P. (2014). An introduction to discourse analysis: Theory and method. 4th edition. Abingdon: Routledge.
- Jones, R., Chik, A. & Hafner, C. (eds.) (2015). Discourse and digital practices: Doing discourse analysis in the digital age. Abingdon: Routledge.
- Johnstone, B. (2018). Discourse analysis. 3rd edition. Oxford: Wiley-Blackwell.
- Jones, R. (2012). Discourse analysis: A resource book for students. Abingdon: Routledge.
- Karagiannaki E. & Stamou A.G. (2018). Bringing critical discourse analysis into the classroom: A critical language awareness project on fairy tales for young school children. Language Awareness 27(3): 222-242.
- Kress, G. & van Leeuwen, T. (2006). Reading images: The grammar of visual design. 2nd edition. London: Routledge.
- Paltridge, B. (2012). Discourse analysis: An introduction. 2nd edition. London: Bloomsbury.

- Rymes, B. (2016). Classroom discourse analysis: A tool for critical reflection. 2nd edition. New York, NY: Routledge.
- Sifianou, M. (2006). Discourse analysis: An introduction. Athens: Hillside Press.

Scientific journals:

- Critical Discourse Studies
- Critical Inquiry in Language Studies
- Discourse & Communication
- Discourse & Society
- Discourse Studies
- Discourse, Context & Media
- Journal of Multicultural Discourses
- Journal of Pragmatics
- Language and Communication
- Language in Society
- Narrative Inquiry
- Pragmatics
- Pragmatics & Society
- Research on Language and Social Interaction
- Text and Talk
- Visual Communication
- Written Communication

10120 - Greek Literature II

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	10120	**SEMESTER**	7th
COURSE TITLE	**Greek Literature II**		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**	

	3	4
TYPE OF COURSE	Specialization	
PREREQUISITES	No	
LANGUAGE OF LECTURES AND EXAMINATION	Greek	
COURSE OFFERED TO STUDENTS ERASMUS	No	
COURSE WEBSITE (URL)	http://eclass.uowm.gr/courses/NURED184/	

LEARNING OUTCOMES

The students and the students will become familiar with the concept of representation (of the city) in literature. They will be able to associate literature with the historical and social context through the study of the role and functions that the urban space is called to fulfill in literary texts. They will understand and appreciate in a meaningful way Florina's literature. They will train in the critique of texts in which the cities are an organic element of their plot and not only a scene of their progress. Finally, they will be encouraged to create their own texts where their birthplace stars, utilising the logic and the knowledge acquired from the compulsory course "Greek Literature I" of the 1st semester.

General skills

- Active approach and reading of literary texts
- Teamwork through participation in Workshops
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Exercise criticism and self-criticism
- Promotion of free, creative and critical thinking

COURSE CONTENTS

Literature and city. The city in Literature - Literary cities. Historical overview of the role and the ideological function of urban space in International and Greek literature. Thessaloniki in fiction and poetry through texts. Florina in fiction and poetry through texts. Fiction writers and poets coming from Thessaloniki. Fiction writers and poets. History and literature.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Class
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Specialized software for finding and managing contemporary Greek literature texts. Support of the learning process through the electronic platform e-class

TEACHING ORGANIZATION	***Activity***	***Semester Work Load (hours)***
	Lectures	36
	Workshop exercises	10
	Preparation for individual and group exercises	10
	Individual research and study (finding relative literature, research on the Internet)	24
	Preparation for the exams	20
	Total Course	**100**
STUDENT EVALUATION	**Evaluation language**: **Assessment methods** (weight %): written examinations (80%) and small individual/group (20%) tasks to be carried out during the six months period **Evaluation criteria** (weight %):	

RECOMMENDED BIBLIOGRAPHY

- Apostolidou, B. 1998. The role of literature in the myth-making of the city. The example of Thessaloniki, *Edefktirio* 45(3): 29-40.
- Augustine, J. 1991. From topos to anthropoid : the city as character in twentieth – century texts. In *City Images*, edited by Mary Ann Caws, 73-86. Gordon and Breach.
- Bachelard, G. 1982. *The poetics of the landscape*, translated by Eleni Velchou – Ioanna D. Hatzinikoli. Athens: Hatzinikoli Press.
- Bakhtin, M. M. 1981. *The Dialogic Imagination*. Austin: University of Texas Press.
- Blanchard, Marc Eli 1985. *In Search of the City. Engels, Baudelaire, Rimbaud*. Stanford French and Italian Studies 37 – Anma Libri.
- Gilloch, G. 1996. *Myth and Metropolis, Walter Benjamin and the City*. London: Polity Press.
- Houzouri, E. 1995. *George's Ioannou Thessaloniki*. Athens: Patakis Press.
- Jung, G. C. 1988. *Four Archetypes. Mother, Rebirth, Spirit, a Tricky person*, translated by George Bourouxis, Athens: Iamvlihos Press.
- Kapsomenos, E. 2004. *Narratologie*. Athens: Patakis Press.
- Kotopoulos, H. T. 2006 *Thessaloniki portrayed in the work of local novelists*. Thessaloniki: Code Press.
- Lehan, R. 1998. *The City in Literature*. Berkeley, Los Angeles, London: University California Press.
- Pike, B. 1981. *The image of the city in modern literature*. Princeton, New Jersey: Princeton University Press.
- Platanitsis, D. 1997. *The modern novel*. Athens: Kastaniotis Press.
- Raymond, W. 1973. *The Country and the City*. New York: Oxford University Press.
- Sharpe, W. 1990. *Unreal Cities: Urban Figurations in Wordsworth, Baudelaire, Whitman, Eliot and Williams*. Baltimore: Johns Hopkins University Press.

- Tsirimokou, L. 1988. *Literature of the city*. Athens: Lotos Press.
  - 2000. *Internal speed*. Athens: Agras Press.
- Wirth – Nesher, H. 1996. *City Codes.* Cambridge: Cambridge University Press.
- Zoran, G. 1984. Towards a Theory of Space in Narrative, *Poetics* Today 5 (2): 309-335.

- **SCIENTIFIC JOURNALS**:

- *Nea Estia*
- *Madragoras*
- *Entefktirio*

10270 – Educational contact with the Book in pre-school education

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**10070**	**SEMESTER**	**7ο**
COURSE TITLE	**Educational contact with the Book in pre-school education**		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	No
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED493/

LEARNING OUTCOMES

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

- plan activities and programs for the cultivation and promotion of literacy in school and extracurricular environments (Ability)
- study and apply innovative educational practices of acquaintance with the book (text and object) (ability)

- develop and support reading practices, methods and materials with which it will effortlessly lead to the creative and liberating development of young readers (infants), thus laying the foundations of their book culture (ability)
- strengthen and expand the infant's relationship with the book (ability)
- communicate to infants the respect, importance and value of the book through play and creative expression (ability)
- invent educationally targeted ways of reading and reading books, adapted to the new data of the development of written speech (internet, e-book, audiobook, electronic reading, asynchronous reading media, etc.) (skill)
- appreciate the book in its true dimensions, that is, as the highest product of human culture - a cultural asset, to redefine its personal and educational position with it and finally to apply its new knowledge in the classroom by producing various projects and related actions. with the function, purpose and value of the book - Book education (skill)
- collaborate with organizations and professionals in the field of books in the organization of events, exhibitions, workshops, conferences, etc. (skill)
- open new fields of scientific research on the value of reading and the culture of the written word (skill)
- analyze, compare and evaluate the results of this type of research, which contribute to the understanding of the current attitude of the educational community towards the book as an object and the book as a screen but also on the issue of cultivating literacy (skill)

General skills

Autonomous work
Teamwork
Working in an interdisciplinary environment
Production of new research ideas
Promoting free, creative and inductive thinking
Adapt to new situations

COURSE CONTENTS

i. Book education: the culture of the book to the teacher and the student
ii. Introduction to the book as a text and object: its arts (bookbinding - typography), its production, publication, promotion
iii. Literacy as a specific pedagogical application and practice
iv. Literacy and the need to cultivate it in preschool education
v. Literacy and book teaching in institutional (school - library) and informal educational environments (family - peer groups)
vi. Games and biblio for preschool children
vii. Narrative inspirations for pre-school and early childhood
viii. Literacy activities in multicultural school environments
ix. Interdisciplinarity and literacy
x. Internet and literacy
xi. Laboratory and practical exercise of literacy of students in Kindergartens

TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>LECTURE METHOD</td><td>Face-to-face in the classroom and Laboratory of Education on the Book</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</td><td>The theory is supported by powerpoint displayed in each course as well as online Internet connections to view related videos, visits to related websites and virtual tours.
Up-to-date information material to better understand the material of the course to e-class.
Communication via e-mail, e-class, zoom, skype, viber</td></tr>
<tr><td>TEACHING ORGANIZATION</td><td>
<table>
<tr><th>Activity</th><th>Semester Work Load (hours)</th></tr>
<tr><td>Lectures / Workshop</td><td>39</td></tr>
<tr><td>Bibliography study and analysis</td><td>8</td></tr>
<tr><td>Preparation / presentation of individual work (case study)</td><td>10</td></tr>
<tr><td>Preparing for the internship</td><td>16</td></tr>
<tr><td>Educational visits (practice) and biblophilic actions in kindergartens</td><td>23</td></tr>
<tr><td>Collaboration with the teacher</td><td>4</td></tr>
<tr><td></td><td>100</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION</td><td>1. Home work
2. Oral presentation of work
3. Use of Multiple Bibliography
4. Laboratory or practical exercises
5. Supervision of students during the execution of laboratory or practical exercises
6. Students receive systematic comments in the middle of the semester
7. Workshop final work (construction) (50%)
Practical application to nursery schools and participation in actions of the workshop during the semester (50%)</td></tr>
</table>

RECOMMENDED BIBLIOGRAPHY

- Jonhson, P. (1997). I make my own book - Practical guide to the art of the book for the child to love reading. Athens: Odysseus (in Greek)
- Giannikopoulou, A. (2016). The illustrated book in preschool education. Literacy activities. Athens: Patakis (in Greek)
- Karakitsios, A. (2011). Literacy games and reading animations. Athens: G. DARDANOS - K. DARDANOS OE (in Greek)
- Katsiki- Givalou, A. - Politis, D. (2013). Cultivating literacy. Athens: K. BAMPALIS SOLE SHAREHOLDER LTD (in Greek)
- Braser, F. (2021). 1001 activities to love the book. Athens: Metaichmio (in Greek)
- Papadatos, G. (2011). Children's book and literacy: theoretical references and approaches - Activities. Athens: Patakis (in Greek)
- Father A. - Tsilimeni T. (2012). Child literacy and socio-emotional. Theoretical approaches, Activities and games. Athens: Epikentro (in Greek)

- Sivropoulou, R. (2004). Travel to the world of illustrated short stories. Athens: Metaichmio (in Greek)
- Staikos, K. Sp. (2011). The book: a time course in education. Athens: Aton (in Greek)

SCIENTIFIC JOURNALS:

- *Journal of Early Childhood Literacy*
  https://journals.sagepub.com/home/ecl
- Literacy today
  https://www.literacyworldwide.org/get-resources/em-literacy-today-em-magazine
- Exploring the world of the child
  https://ejournals.epublishing.ekt.gr/index.php/omep/index
- Preschool and school education
  https://ejournals.epublishing.ekt.gr/index.php/education
- *Dialogues! Theory & Practice in the Sciences of Education*
  https://ejournals.epublishing.ekt.gr/index.php/dialogoi/
- i-Teacher http://i-teacher.net/

1307O – Advanced teaching techniques through technology

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1307O**	**SEMESTER**	7th
COURSE TITLE	Advanced teaching techniques through technology		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3 (+1 Lab)	4
TYPE OF COURSE	Specialization, choice	
PREREQUISITES		
LANGUAGE OF LECTURES AND EXAMINATION	Greek	
COURSE OFFERED TO STUDENTS ERASMUS	Yes (in English)	
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED264/	

LEARNING OUTCOMES

The course refers to innovative teaching approaches using ICT, which are key axes of international research and literature in the field.

In particular, the following approaches are studied:

- Digital Storytelling

- Educational Robotics

- Learning through Digital Games

- Computer Supported Collaborative Learning

- Development of educational software

- Sensors and physical interfaces

- Learning through mobile devices

After completing the course students are able to know the necessary theoretical background, but also practical issues of application of the above approaches. In addition, they will be able to plan small lessons.

General skills

- autonomous work
- Teamwork
- production of new material
- adaptation to new situations
- exercise of criticism and self-criticism
- promotion of free, creative and inductive thinking
- decision making
- interdisciplinary approach to problem solving

COURSE CONTENTS

1. Digital Storytelling
2. Educational Robotics
3. Learning through Digital Games
4. Collaborative Learning through Computers
5. Development of educational software
6. Sensors and physical interfaces

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face, video-lectures, lab sessions
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	The course is about ICT
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Individual assignments	10
Group assignments	25
Individual Studying	26
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek/English **Assessment methods** (weight % if it is necessary): 1. Oral exam at the end of the semester. 2. Assignments. 3. Oral presentation of assignment. 4. Use of Multiple Bibliography. 5. Lab or practical exercises. 6. Supervision of students during lab or practical exercises. 7. Systematic feedback during the semester. 8. Ensure transparency in the evaluation of student performance: Through the collaborative activities, everyone is aware of others; activity. In addition, they are required to self-assess and peer-assess **Evaluation criteria** (weight % if it is necessary): Performance in the corresponding activities. The weight varies, depending on the combination of activities

RECOMMENDED BIBLIOGRAPHY

- Proceedings of international and national conferences of the last 5 years

JOURNALS
- Themes in Science and Technology in Education
- i-teacher
- New Pedagogy

1314O - Robotics and STEAM training

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1314O**	**SEMESTER**	**7th**
COURSE TITLE	Robotics and STEAM training		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional, Specilization
PREREQUISITES	None
LANGUAGE OF LECTURES AND EXAMINATION	Greek/English
COURSE OFFERED TO STUDENTS ERASMUS	Yes
COURSE WEBSITE (URL)	https://eclass.uowm.gr/

LEARNING OUTCOMES

The course refers to modern, innovative teaching approaches and specifically educational robotics and STEAM Education. Upon completion of the course, students are expected to:
- know the use and didactic use of various educational robotics devices suitable for young ages
- design teaching interventions that utilize robotic devices / constructions purely
- know the theoretical background of STEAM Education and its connection with other teaching approaches (such as Design Thinking, Learning through problem solving, etc.)
- know the importance of STEAM Training and its connection to the rest of the curriculum
- know the Engineering Design process and its application for problem solving.
- know the content of the new curricula in relation to the STEM field.
- design interdisciplinary teaching interventions based on the knowledge they will gain in the fields addressed by the course.

General skills
- self-employed work - teamwork - production of new material - adaptation to new situations - criticism and self-criticism - promotion of free, creative and inductive thinking - decision-making - interdisciplinary approach to problems

COURSE CONTENTS

1. Educational Robotics
2. STEAM Training
3. Realistic problems and connection to the real world
4. Added value of STEAM problems
5. Sensors and Robotic structures
6. Physical interfaces

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	LECTURES
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	YES
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Individual-Group projects	26
Laboratory sessions	13
Independent study	22
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek 1. Oral examination at the end of the semester. 2. Homeworking.

	3. Oral presentation of the paper. 4. Use of Multiple Bibliography. 5. Workshop or practical exercises. 6. Monitoring students during laboratory or practical exercises. 7. Receive systematic comments from students in the middle of the semester. 8. Ensure transparency in the evaluation of student performance: Through the collaborative activities they carry out, everyone's activity is evident to everyone else. In addition, they are called upon to self-assess and evaluate each other. The tasks are carried out during the teachings with a step-by-step approach and therefore a presence in the teachings is required.

RECOMMENDED BIBLIOGRAPHY

- Proceedings of conferences of the last 5 years from the international arena
- Θέματα Επιστημών και Τεχνολογίας στην Εκπαίδευση
- Themes on e-Learning
- Computers & Education
- International Journal of STEM Education
- Hellenic Journal of STEM Education

14040 – New Trends and Alternative Perspectives in Mathematics Education

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	14040	**SEMESTER**	7th
COURSE TITLE	New Trends and Alternative Perspectives in Mathematics Education		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4
TYPE OF COURSE	Optional, Scientific field, Specialization	
PREREQUISITES		
LANGUAGE OF LECTURES AND EXAMINATION	Greek / English	
COURSE OFFERED TO STUDENTS ERASMUS	Yes	

COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED222/

LEARNING OUTCOMES

Students are expected to have acquired a wide perspective of ways to teach mathematics in order to broaden their spectrum of possible learning methods that can be used in early education. Students are expected to be able to refer to the main characteristics of each of the different perspectives applied in mathematics teaching and learning and refer to certain number of pros and cons for each of those perspectives.

General skills

Individual presentation and work
Individual presentation of one of the modern methods of teaching the mathematical concepts on which the course focuses
Design and writing of a paper for the full presentation of a method

COURSE CONTENTS

Students will be introduced to newest theoretical frameworks and educational approaches in the teaching of early mathematical concepts as suggested by the international literature of mathematics' educations, such as: group learning, learning using authentic and realistic mathematical activities, situated learning, learning as participating in social activities using certain mathematical discourse, project based learning, peer-to-peer tutoring, learning with learning revision, critical pedagogy in mathematics educations, using technology in mathematics education, learning as experiential activity, emotions in learning, motivation, attitudes, metacognition, self-regulated learning, etc.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Class
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Searching internet for learning activities, Videos, e-class discussions.

TEACHING ORGANIZATION

Activity	***Semester Work Load (hours)***
Workshop-Lectures	36
Workshop exercises	10
Preparation for individual and group assignments	10

	Individual research and study (finding relative literature, research on the Internet)	20
	Preparation for the exams	24
	Total Course	**100**
STUDENT EVALUATION	**Evaluation language**: Greek/English **Assessment methods:** written exams (60%), individual final essays (20%), individual presentations (20%)	

RECOMMENDED BIBLIOGRAPHY

- Freudenthal, H. (1983). Didactical Phenomenology of Mathematical Structures. Dordrecht: Reidel Publishing Company.
- Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2007). Elementary and middle school mathematics: Teaching developmentally. Pearson
- Sarama, J., & Clements, D. H. (2009). Early childhood mathematics education research: Learning trajectories for young children. Routledge.
- Clements, D. H., & Sarama, J. (2014). Learning and teaching early math: The learning trajectories approach. Routledge.
- Koleza, E (2000). Epistemological and didactical approach to elementary mathematical concepts. Athens: Leader Books.

1704O - Converting Art Materials

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	1704O	**SEMESTER**	7th
COURSE TITLE	Converting Art Materials		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Required Optional
PREREQUISITES	
LANGUAGE OF LECTURES AND EXAMINATION	Greek - English
COURSE OFFERED TO STUDENTS ERASMUS	Yes
COURSE WEBSITE (URL)	http://eclass.uowm.gr/courses/

LEARNING OUTCOMES

This particular taught course deals with creations-constructions in the field of Applied Art making good use of inexpensive and unusable clean materials of all sorts or other industrial design products, which we are going to use in the teaching process. The content of the course does not examine the basic art forms, such as painting and sculpture, yet it deals with the field of applied forms in three-dimensional constructions which aim to be the teaching tool or teaching material suitable for the comprehension of concepts which are really difficult to be understood by students through verbal communication of information.
General skill
The suggested exercises on the theoretical approach of the course will present examples of similar creations with cheap and unusable materials, which are made of paper, plastic, aluminum, and other industrial materials, in order to be the stimulus and motivate the groups of students to reuse this category of recycled materials as the main source for educational purpose. Selection and use the educational material. Organize and programming thematic lessons with the specific craft creations. Skills for learning, finding ingenuity, development imagination.

COURSE CONTENTS

The outcome of using the suggested materials and making pedagogic use of them will emerge by choosing the profile-design of each product in combination with the comprehension of methodology in the manufacturing field. The examples on two-dimensional or three-dimensional constructions - models which we are going to work on, aim to improve the degree of implementation of innovative ideas that can support contexts and concepts in the courses of a school schedule, which are impossible to be supported only through the simple communication of information.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Workshop - class
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	**Specialized software video slides and pictures and objects creations to activate- motivate the students.** **Support of the learning process through the electronic platform e-class**
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	25
Tutorial Lessons – exercises	15
Individual research and study (finding relative literature, research on the Internet)	10
Preparation for individual and group exercises	25
Practice and Exercise	15
Preparation for the exams	10

	Total Course	**100**
STUDENT EVALUATION	**Evaluation language**: **Assessment methods** (weight %if it is necessary): individual and group tasks to be carried out during the six months period (The evaluation includes examination – presentation of the results, from the mandatory work. **Evaluation criteria** (weight % if it is necessary):	

RECOMMENDED BIBLIOGRAPHY

-**SCIENTIFICJOURNALS**:

- Magouliotis Apostolos (1994). Puppet Show, Athens, Kastaniotis. Greek
- Dorance Sylvia (2007) Creative Activities in the Kindergarten, Athens, Dardanos Typothito. (in Greek)
- Plakotaris Kostas (1996). Materials and techniques in painting a decoration, Athens, Fillipotis. (in Greek)
- Tamoutselis Nikoloaos (2018). The art workshop in the school environment, Florina, Aristeidou. (in Greek)
- Titika Salla Doukoumetzi (1996). Creative Imagination and children's art, Athens Exantas. (in Greek)
- Robert Schrrmacher (2008). Art and creative development of children, Athens, Ion, (in Greek)
- Epstein S. Anna &- Trimi A Elli (2005). Fine Art and Children, Athens, Dardanos Typothito. (in Greek)

19050 – Dramatization

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	19050	**SEMESTER**	7th
COURSE TITLE	Dramatization		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**		**CREDITS-ECTS**
	3		4

TYPE OF COURSE	Optional, Skills Development, Specialization.
PREREQUISITES	None
LANGUAGE OF LECTURES AND EXAMINATION	Greek (French-English)
COURSE OFFERED TO STUDENTS ERASMUS	Yes
COURSE WEBSITE (URL)	http://eclass.uowm.gr/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to prove knowledge and understanding of topics in Dramatization issues. These will be based on their general post-secondary education and will be supported by high quality scientific books. Their knowledge will also include theories that stem from modern developments in this field. They will be able to manipulate the knowledge they have acquired with an approach that will prove a relevant professional skill on the subject of Kindergarten Teacher or, in general, their profession. Students will also have skills that will be proven by developing and supporting arguments and problem solving within their cognitive pedagogical field. They will have the ability to gather and interpret relevant elements of the general Pedagogical Science to make judgments and reflections on related artistic, social, scientific or ethical issues. They will also be able to convey views, ideas, information, questions and solutions to both specialized and non-specialized audiences. Finally, they will be able to develop those knowledge acquisition skills, especially when they want to pursue postgraduate or other studies without the help of previous teachers or relevant textbooks.

General skills

The students of the course "Dramatization" at the end of the semester, will be able to perform plays in a specific interdisciplinary environment, recognizing and accepting the difficulties and benefits of this level of work. They will also be able to work as a team, as they will have realized the value of teamwork throughout the semester. In this context, they will be able to make important decisions, which will often be extremely important, both for themselves and for their objects of work, i.e. infants. At the same time, they will be able to adapt to changing situations, due to the fact that they will operate in a highly competitive professional environment, where the promotion of inductive, creative and free study will prevail. They will also learn to respect the multiculturalism and diversity of infants, their parents, and their colleagues. Students will be able to plan and manage, artistically and financially, dramatizations of theatrical or non-theatrical texts, in a context of competitiveness and collaboration. They will not overlook the fact that they will often have to work in an international environment, because modern living and working conditions gradually impose it on all educators. They will be able to both criticize what they observe and accept it, because they know that this process benefits them to the fullest, all those involved. Students who complete their studies in this subject will be able to work independently, without dependence on other people, whether superior or inferior, while they will be highly responsible and aware of issues of racism and gender equality, demonstrating moral, social, professional responsibility. Finally, through Dramatization they will try to convey concepts in favor of respect for the natural environment, because this technique helps a lot in the diffusion and consolidation of such concepts.

COURSE CONTENTS

This course contains exercises such as "Entering-Exiting to Immobility", "Fantastic River", "Tibetan Monastery", "Entering-Exiting in a Motion", "Tabula Raza", "Entering-΄ "Exit with Commands", the "Ten Degree Scale", the "Fantastic Box", the "Clown Balance", the "Entry-Exit in a Conversation", as well as concepts such as the difference between Dramatization and Directing, the use of the techniques of the Analogue in Dramatization, etc. Individual categories of texts, theatrical and non-theatrical, such as fairy tales, short stories, news from the media concerning children, proverbs, songs, myths, traditions, customs, idiomatic expressions, personal experiences of young children or their parents, etc. are dramatized.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Lectures – exercises
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Yes
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Exercises	61
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek 1. Exam written at the end of the semester. 2. Oral examination at the end of the semester. 3. Progress. 4. Home work. 5. Oral presentation of work. 6. Use of Multiple Bibliography. 7. Laboratory or practical exercises. 8. Supervision of students during the execution of laboratory or practical exercises. 9. Students receive systematic comments in the middle of the semester. 10. Ensure transparency in the evaluation of student performance

RECOMMENDED BIBLIOGRAPHY

- **SCIENTIFIC BOOKS - JOURNALS**:

- Gargalianos, S. (2020). *Dramatization*. Thessaloniki: Afoi Kyriakidi (in Greek)
- Heril, A. Megrier, D. (2001). *Etrainement à l'improvisation théâtrale*. Paris: Retz
- Legrand, M. (2004). *Sortir au théâtre à l'école primaire*. Paris: Hachette.

- Mayesky, M. (2012). *Creative Activities for Young Children*. Wadsworth: Cengage Learning.
- Megrier, D. (2004). *100 jeux de theatre a l'ecole maternelle*. Paris: Retz
- Sotiropoulou-Zormpala, M. (2020). *Integrating Arts in Education*. Athens: Pedio (in Greek)

8th SEMESTER

COMPULSORY COURSES

0534C - Migration Studies in Educational Policies

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0534C**	**SEMESTER**	8th
COURSE TITLE	Migration Studies in Educational Policies		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4
TYPE OF COURSE	GENERAL BACKGROUND	
PREREQUISITES	NONE	
LANGUAGE OF LECTURES AND EXAMINATION	GREEK	
COURSE OFFERED TO STUDENTS ERASMUS	NO	
COURSE WEBSITE (URL)	https://eclass.uowm.gr/	

LEARNING OUTCOMES

It is estimated that students will understand modern theoretical schemes for the migratory phenomenon and will form a theoretical framework that will contribute to the meaning of educational needs, as they are formed and evolve in multicultural societies. The issue of interculturalism and educational policies will be interpreted on the basis of the multi-contented interconnection of culture, economy, education and rights policy. Students will be able to design interventional intercultural programs in the educational environment in direct connection with the theory, matching educational proposals to socio-cultural conditions.
General skills
Search, analysis and synthesis of data and information, using the necessary technologies Adaptation to new situations Decision-making Autonomous work Teamwork in an international environment Work in an international environment Working in an interdisciplinary environment Production of new research ideas Respect for diversity and multiculturalism Demonstration of social, professional and moral responsibility and sensitivity to gender issues Exercise of criticism and self-criticism Promotion of free, creative and inductive thinking Approach to Political Terms Linking education with political culture in national and international field

COURSE CONTENTS

In this section, basic theories that are included in the educational studies are analyzed and combined they are approached in modern educational policies, which are implemented in different states. Emphasis is also placed on the role of International Organizations and the European Union in transforming theories into political and educational practice. At the same time, the historical continuity and the position of immigrant studies in educational policies and educational practices are highlighted.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Support of the Learning Process through the e-class online platform
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Seminars	6
Collaborative exercises	7
Group work	7
Study & analysis bibliography	7

	Tutorial	4
	Interactive teaching	6
	Writing work / assignments	12
	Preparation of a study (project)	12
	Total Course	**100**
STUDENT EVALUATION	**Evaluation language**: Greek 1. Examination written at the end of the semester. 2. Oral examination at the end of the semester. 3. Progress. 4. Homework. 5. Oral presentation of the paper. 6. Use of Multiple Bibliography. 7. Workshop or practical exercises. 8. Monitoring students during laboratory or practical exercises. 9. Receiving systematic comments from students in the middle of the semester. 10. Ensure transparency in the evaluation of student performance.	

RECOMMENDED BIBLIOGRAPHY

- Ανθοπούλου, Θ., Μπάγκαβος, Χρ. &Στρατηγάκη, Μ. (2014). Οικογένεια, Φύλο και Μετανάστευση στη Σύγχρονη Ελλάδα. Αθήνα: Gutenberg.
- Amrith, M. & Sahraoui, N. (2018). Gender, Work and Migration: Agency in Gendered Labour Settings. London: Routledge.
- Arar, Kh., Brooks, J. &Bogotch, I. (2019). Education, Immigration and Migration. United Kingdom: Emerald Publishing.
- Canagarajah, S. (2017). The Routledge Handbook of Migration and Language. London: Routledge.
- Γκολντίν, I., Καμερόν, Τζ. &Μπαλαρατζάν, Μ. (2013). (Μτφρ. Αστερίου, Ε.) Αυτοί δεν είναι σαν εμάς. Ηράκλειο: ΠανεπιστημιακέςΕκδόσειςΚρήτης.
- Gold, S. &Nawyn, S. (2013). Routledge International Handbook of Migration Studies. London: Routledge.
- Ιερωνυμάκης, I. (2019). Κοινωνικά, πολιτικο-οικονομικά και εκπαιδευτικά ζητήματα της οικογενειακής μετανάστευσης. Αθήνα: Διάδραση.
- Koser, Kh. (2019). (Μτφρ. Αναγνωστόπουλος, Θ.) ΔιεθνήςΜετανάστευση. Αθήνα: Επίκεντρο.
- Κωτούλας, I. (2011). Μετανάστευση και κυρίαρχη εθνική κουλτούρα. Αθήνα: Παπαζήσης.
- Labman, S. &Cameron, G. (2020). Strangers to Neighbours: Refugee sponsorship in context .Canada: McGill-Queen's University Press.
- Νικολάου, Σ.-Μ., Ελευθεράκης, Θ., Καλεράντε, Ε., Γιαβρίμης, Π. &Κουστουράκης, Γ. (επιμ.) (2018). Νέες προκλήσεις στην εκπαίδευση και τη δημοκρατία. Αθήνα: Gutenberg.
- Ψημμένος, I. (επιμ.) Μετανάστευση και μεταναστευτική πολιτική. Αθήνα: Διόνικος.

2219C - Teaching Practice: Design, Development, and Intervention

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**2219C**	**SEMESTER**	7th and 8th
COURSE TITLE	Teaching practice: design, development, and intervention		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**	
	6	12	
TYPE OF COURSE	Compulsory		
PREREQUISITES	Teaching Practice: Early Childhood Curricula, Observation, Reflection (from 3rd or 4th semesters) and 4 compulsory didactics (from 5th and 6th semesters)		
LANGUAGE OF LECTURES AND EXAMINATION	Greek		
COURSE OFFERED TO STUDENTS ERASMUS	No		
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED457/		

LEARNING OUTCOMES

After successful completion of the course, students will be able to:

1) improve observation skills to interpretate the educational procedure
2) deepen understanding of how children learn (through the process of observing and documenting)
3) adopt an open learning environment that facilitates the learning procedure and promotes the development of autonomy of all children
4) design, implement and evaluate creative activities (developmentally appropriate practice) that emerge from the needs of children and contribute to their overall development
5) reflect upon, based on scientific assumptions, their personal educational theory and their own values revealed in their educational practices.

General skills

After successful completion of the course students will have acquired to collect, analyse and process data, to work together in group, to adapt to new situations and make decisions, to design, implement and evaluate projects, to exercise creative criticism and ask self-referential questions, to demonstrate social, professional and moral responsibility.

COURSE CONTENTS

Students are provided theoretical and methodological directions in order to design a collaborative, participatory educational program. Students are supported in elaborating, writing, and implementing teaching designs. During 10 working days they attend classes in the Kindergarten to make observations, collect and analyse

data that help them understand the class context, so that the planning of their teaching is consistent with it. Students work in pairs and complete field observation by taking on a teaching role for 20 working days, for which they are expected to be able to reflect.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Class, Presentations, Group work
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Videos, e-class discussions
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures - Presentations	39
Teaching design Workshops	39
Field observation in Kindergarten and teaching interventions	125
Individual research and study	40
Preparation for individual final essay	57
Total Course	**300 hours**

STUDENT EVALUATION	**Evaluation language**: Greek **Assessment methods**: participation in lectures and workshops (10%), individual presentation (20%), individual final essay (70%) **Evaluation criteria**: effective response to the course requirements, efficiency in observation recording and interpretation as well as design of practice

RECOMMENDED BIBLIOGRAPHY

- Androusou, A. & Avgitidou, S. (Eds.) (2013). *Teaching practice in initial teacher education: Research Approaches, Network of Teaching Practice*. Athens: Department of Early Childhood Education, National and Kapodistrian University of Athens. [In Greek]
- Avgitidou, S. & Sidiropoulou, Ch. (2020). Deconstructing and restructuring the future teachers' beliefs: An intervention in a teaching practice programme. *Hellenic Journal of Research in Education, 9*(1), 77-91. [In Greek] doi:https://doi.org/10.12681/hjre.23311
- Avgitidou, S., Tzekaki, M., & Tsafos, V. (Eds.) (2016). *Preservice teachers observe, intervene, and reflect.* Athens: Gutenberg. [In Greek]
- Avgitidou, S . (2014). Teachers as researchers and reflective practitioners.Athens: Gutenberg. [In Greek]
- Clark, A. & Moss, P. (2011). *Listening to Young Children: The Mosaic Approach (2nd ed.).* London: National Children's Bureau.
- Gouriotou, E., Kakana, D., Birbili, M. & Chadzopoulou, K. (Eds.) (2020). *Teacher Training and Schools of Education, 30 years later: Facing the new challenges.* Proceedings of the 2nd Greek Conference of the Teaching Practice Network. Volos: University of Thessaly Press http://press.uth.gr/images/ebooks/ebook_praktika.pdf
- Dafermou-Kortesi, Ch. & Sfyroera, M. (2019). *Storybooks: for children's literacy and social empowerment. Teaching Practice and class work*. Athens: Gutenberg.

- Pliogou, V. & Karakatsani, D. (Eds.) (2020). *Modern trends in pedagogical theory and practice*. Athens: Gutenberg. [In Greek]
- Birbili, M. (2015). *Towards a Pedagogy of Dialogue. The Importance and Role of Questions in Pre-school Education*. Thessaloniki: Sofia. [In Greek]
- Doliopoulou, E. (2005). *The implementation of the project method in Greek kindergartens*. Athens: G. Dardanos – K. Dardanos. [In Greek]
- Chrysafidis, K. (2000). *Experiential-Communicative teaching*. Athens: Gutenberg. [In Greek]

- **SCIENTIFIC JOURNALS**:

- *Dialogues! Theory and practice in the sciences of education,* School of Early Childhood Education-AUTh, https://ejournals.epublishing.ekt.gr/index.php/dialogoi/index
- *Investigating the child's world*, OMEP Greece, https://ejournals.epublishing.ekt.gr/index.php/omep/index
- *Hellenic Journal of Research in Education* Democritus University of Thrace, https://ejournals.epublishing.ekt.gr/index.php/hjre/article/view/23311/20478
- *Action Researcher in Education*, http://www.actionresearch.gr/el/node/13
- *International Journal of Early Childhood*, https://www.springer.com/journal/13158
- *- European Early Childhood Education Research Journal (EECER),* https://www.eecera.org/journal/

OPTIONAL COURSES

02080 – Discipline and Education

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	02080	**SEMESTER**	8th
COURSE TITLE	Discipline and Education		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek/English/German
COURSE OFFERED TO STUDENTS ERASMUS	Yes

COURSE WEBSITE (URL)	http://eclass.uowm.gr/courses/NURED123/index.php

LEARNING OUTCOMES

After successful completion of the course, students will be able to:
- know the most important periods in the history of pedagogical ideas in Europe and the pedagogues,
- know the historical, social and economic causes which leads to the development of pedagogical ideas, to understand and analyzed these ideas in their context,
- understand the influences of the pedagogical movements in the foundation and development of the pedagogical ideas in Greece,
- know the most important periods in the development of the Greek educational system from their foundation um today,
- recognize and to explain the different perceptions of the goal and function of educational systems,
- approach the basic pedagogical ideas in a critical ideological, political and socioeconomic context,

General skills

After successful completion of the course students will have acquired to analyze educational processes,

How work together in group and in a interdisciplinary way, to design, implement and evaluate processes, to exercise creative criticism.

COURSE CONTENTS

The monitorial school, which aims at the production of a new type of pupil, plays a crucial role for the discipline of the pupils, and even more the citizen, as a mechanism of learning, surveillance, control, hierarchy and reward. At first, the body became a subject of study and after that, the discipline of the body occurred by mechanisms, which allowed the continuous observation of the pupil. To achieve those goals the monitorial school uses the hierarchical eyesight, the punishment in addition to the exams and the domination of regulated time. The constitution of monitorial school is closely related to the general phenomenon of the orientation towards Western European models not only of the educational system, but of the Greek state as a whole. The foundation of monitorial school is connected to the wide framework of the constitution of the modern Greek educational system, which follows Western European models not of their efficiency, but of the absence in the newly founded Greek state, of a traditional and autonomous educational theory and practice.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Class lectures, oral presentations, written essay
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Yes

TEACHING ORGANIZATION	***Activity***	***Semester Work Load (hours)***
	Lectures - Presentations	39
	Teaching design Workshops	40
	Individual research and study	21
	Total Course	**100 hours**
STUDENT EVALUATION	**Evaluation language**: Greek **Assessment method:** oral presentation and written essay	

RECOMMENDED BIBLIOGRAPHY

- Ariès, P., Duby, G. (Ed.) (1985-1987) Histoire de la vie privée. Paris, Seuil.
  - vol. 1 (1985) De l' Empire romain à l' an mil (Ed. P. Veyne).
  - vol. 2 (1985) De l' Europe féodale à la Renaissance (Ed. G. Duby).
  - vol. 3 (1986) De la Renaissance aux Lumières. (Ed. P. Ariès, R. Chartier).
  - vol. 4 (1987) De la Révolution à la Grande Guerre, (Ed. M. Perrot).
  - vol. 5 (1987) De la Première Guerre mondiale à nos jours. (Ed. A. Prost, G. Vincent).
- Bauman, Z. (1991) Modernity and Ambivalence. Cambridge, Polity Press.
- Beck, U. (1986) Risikogesellschaft. Auf dem Weg in eine andere Moderne. Frankfurt/M.
- Beck, U. & Beck-Gernsheim, E. (1994) Individualisierung in modernen Gesellschaften. Perspektiven und Kontroversen einer subjektoerientierten Soziologie, in: Beck, U./ Beck-Gernsheim, E. (Hrsg), *Riskante Freiheiten*. Frankfurt/M., S. 10-39.
- Bell, A. (1807) An Analysis of the experiment in Education, made at Egmore, near Madras, in: Mildert van, W., *Tracts on Education*, Vol. 1, 3d Edition (1st Edition 1797).
- (1808) The Madras School or Elements of tuition: Comprising the Analysis of an Experiment in Education, made at the Male Asylum, Madras. London.
- Bentham, J. (1983) Chrestomathia (ED. By M. J. Smith and W. H. Burston). Oxford: Clarendon Press (1st Edition 1817).
- Bourdieu, P. (1993) Sozialer Sinn. Kritik der theoretischen Vernunft. Frankfurt/M.
- Braudel, F. (1958) Histoire et sciences sociales. La longue durée, in: *Annales E.S.C.*, N. 4, pp. 725-53.
- Burckhardt, J. (1988) Die Kultur der Renaissance in Italien. Ein Versuch. Stuttgart (EA 1860).
- Burke, P. (1990) Die Renaissance. Berlin.
  - (1992) Die Kultur der Renaissance in Italien. Sozialgeschichte einer Kultur zwischen Tradition und Erfindung. Berlin.
- Elias, N. (1983) Die höfische Gesellschaft. Untersuchungen zur Soziologie des Königtums und der höfischen Aristokratie. Frankfurt/M.
  - (1989) Über den Prozeß der Zivilisation. Soziogenetische und psychogenetische Untersuchungen. Bde 2. Frankfurt/M.
  - (1994) Über die Zeit. Frankfurt/M.
- Foucault, M. (1977) Überwachen und Strafen. Die Geburt des Gefängnißes. Frankfurt/M.

- Gebauer, G, Wulf, Ch. (1993) Zeitmimesis. Über den alltäglichen und wissenschaftlichen Gebrauch von Zeit, in: Gebauer, G, Wulf, Ch. (Hrsg.), Pr*axis und Ästhetik. Neue Perspektiven im Denken Pierre Bourdieus.* Frankfurt/M., S. 292-316.
- Giddens, A. (1994) Living in a post-traditional society, in: Beck, U./Giddens, A./Lash, S., *Reflexive Modernization. Politics, tradition and aesthetics in the modern social order.* Cambridge.
- (1991) Modernity and Self-Identity. Self and Society in the late Modern Age. Stanford.
- (1990) The consequences of Modernity. Stanford.
- Habermas, J. (2001) Glauben und Wissen. Frankfurt/M.
- Καλαφατη, Ε. (1988) Τα σχολικά κτίρια της πρωτοβάθμιας εκπαίδευσης 1821-1929. Από τις προδιαγραφές στον προγραμματισμό. Αθήνα.
- Kamper, D., Wulf, Ch. (1981) Im Schatten der Milchstraße. Tübingen.
- Κοκκώνης Ι. Π. (1830) Εγχειρίδιον δια τα Αλληλοδιδακτικά Σχολεία ή Οδηγός της Αλληλοδιδακτικής μεθόδου …υπό Σαραζίνου. Αίγινα.
- (1860) Εγχειρίδιον ή Οδηγός της Αλληλοδιδακτικής Μεθόδου νέος, τελειοποιημένος και πληρέστερος του μέχρι τούδε εν χρήσει Οδηγού του Σ. Αθήνα.

0406O – The study of education in Social Psychology

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	0406O	**SEMESTER**	8th
COURSE TITLE	The study of education in Social Psychology		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional, advanced
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	Greek/English
COURSE OFFERED TO STUDENTS ERASMUS	Yes
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED263/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

1) discern among the socio-psychological educational research traditions in terms of their theoretical and methodological assumptions
2) understand the socio-psychological educational research topics
3) understand the research topics about school as a field of social relations
4) appraise the prospects of applying socio-psychological knowledge to practical issues in schools and issues of educational reform

General skills

Searching for, analyzing and synthesizing data and information, assisted by technological means
Working independently
Free, creative and inductive thinking
Social, professional and moral responsibility

COURSE CONTENTS

In this course some of the major socio-psychological educational research traditions, both quantitative and qualitative, are presented and discussed in the wider context of educational research. The course is organized in two parts. In the first part research from Behavioural/Cognitive Social Psychology is presented on topics such as the self-fulfilling prophecy and school performance, attribution of achievement and school performance, the jigsaw classroom model for prejudice reduction through cooperation in the classroom. In the second part research from Discursive Social Psychology is presented on topics such as common knowledge construction through classroom interaction, gendered school failure as socially constructed in the classroom, the construction/regulation of identities in education. Finally, these research traditions are discussed as socio-psychological knowledge resources for the defamiliarization of the established everyday school practices, both formal and informal, by which asymmetrical social relationships are reproduced, so that alternative educational practices could be invented destabilizing these relationships.

TEACHING and LEARNING METHODS - EVALUATION

TEACHING METHOD	Lectures & guided discussion in small groups
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Electronic journals and other electronic resources and technological means

<table>
<tr><td></td><td></td></tr>
<tr><td>TEACHING ORGANIZATION</td><td>
<table>
<tr><th>Activity</th><th>Semester Work Load (hours)</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Individual study/research</td><td>21</td></tr>
<tr><td>Essay writing/presentation</td><td>40</td></tr>
<tr><td>Total Course</td><td>100</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION</td><td>Evaluation language: Greek & English (for ERASMUS students)

Assessment methods (weight %): essay writing 80% and essay presentation 20%

Evaluation criteria (weight %): individual essays 80% and essay presentation 20%</td></tr>
</table>

RECOMMENDED BIBLIOGRAPHY

- Edwards, D. & Mercer, N. (1987) *Common knowledge: The development of understanding in the classroom.* London: Methuen.
- Henriques, J., Hollway, W., Urwin, C., Venn, C. & Walkerdine, V. (1984) *Changing the subject: Psychology, social regulation and subjectivity.* London: Routledge.
- Ruby-Davies, C.M., Stephens, J.M. & Watson, P. (Eds.) (2015) The Routledge international handbook of social psychology of the classroom. London: Routledge.
- Walkerdine, V. (1998) *Counting girls out: Girls and mathematics.* 2nd ed. London: Routledge.
- Williams, A., Billington, T., Goodley, D. & Corcoran, T. (Eds.) (2017) *Critical educational psychology.* Oxford: Wiley.

- **SCIENTIFICJOURNALS**:

- Discourse: Studies in the cultural politics of education
- International Journal of Qualitative Studies in Education
- Journal of Community & Applied Social Psychology
- Journal of Social Issues
- Pedagogy, Culture & Society
- Reflective Practice
- Social Psychology of Education

(A.T.E.) 0533O – Issues of Social Inequality against Gender: Sexual Education - Elimination of Violence – Abuse Forces

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0533O**	**SEMESTER**	8th
COURSE TITLE	ISSUES OF SOCIAL INEQUALITY ON GENDER: SEXUAL EDUCATION - ELIMINATION OF VIOLENCE – ABUSE FORCES		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	General background
PREREQUISITES	No
LANGUAGE OF LECTURES AND EXAMINATION	GREEK
COURSE OFFERED TO STUDENTS ERASMUS	NO
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/

LEARNING OUTCOMES

After successful completion of the course, students will be able to:
1) have been introduced to the subject of gender sociology and gender bibliography 2) become familiar with the quantitative and qualitative methods of sociological analysis of gender 3) to have established the catalytic role of education in the elimination of perceptions, attitudes and actions that reproduce the social superiority of one sex over the other have acquired skills of empowerment and counseling in matters of sexual education and reversal of forms of gender-based violence and abuse.

General skills

Students are introduced to the subject of gender sociology with an emphasis on education. They become familiar with the concept of gender, its development both historically and in sociological thought (1960s and 1970s). They understand the importance of introducing gender equality programs in education to reduce gender-based violence as a social phenomenon.

COURSE CONTENTS

In this section: a) the basic concepts of gender discrimination are analyzed, b) feminist theories and macro and micro-sociological theories about gender are introduced, c) emphasis is placed on the methodology and issues of dealing with gender discrimination in the school environment d) issues are presented for the

educational policy against gender discrimination from the international and Greek experience, e) experiential seminars and counseling - empowerment on issues related to gender-based violence in the family, school and work.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Support of learning process through the electronic platform e – class
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Seminars	6
Collaborative tasks	7
Group work	7
Bibliography study and analysis	7
Tutoring	4
Interactive teaching	6
Writing assignments	12
Project	12
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: 1. Written examination at the end of the semester. 2. Oral examination at the end of the semester. 3. Homework. 4. Oral presentation of work. 5. Use of multiple bibliography. 6. Ensure transparency in student performance evaluation.

RECOMMENDED BIBLIOGRAPHY

- Arnot, M.-Mac and M. Ghaill*, Gender and Education: a collection of articles by The Routledge Famer, Project: Kallirroi*, Thessaloniki, Aristotle University of Thessaloniki, 2008(in Greek).
- Chalkia A*., Gender Violence*, Athens, Alexandria, 2011 (in Greek).
- Collective, *Gender and Social Sciences in Contemporary Greece*, Athens, Alexandria, 2010 (in Greek).
- Collective*, Gender in history: evaluations and examples*, Athens, Asini, 2015 (in Greek).

- Evans M., *Gender and social theory*, Metaichmio, Athens, 2004 (in Greek).
- Kasimati, K. and L. Mousourou, *Gender and Immigration. Theoretical reports and empirical investigation*, T. I., Athens, KEKMOKOP-Gutenberg, 2007 (in Greek).
- Konnell R. W., *Gender*, Athens, Epicenter, 2006, (in Greek).
- Psimmenos I. (ed.), *Labor and social inequalities. Personal services and service staff*, Athens, Alexandria, 2013 (in Greek).
- Stratigaki M., *The gender of social policy, Athens*, Metaichmio, 2006 (in Greek).

05350 - Migration Studies in Educational Policies

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	05350	**SEMESTER**	8th
COURSE TITLE	**Migration Studies in Educational Policies**		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	GENERAL BACKGROUND
PREREQUISITES	NONE
LANGUAGE OF LECTURES AND EXAMINATION	GREEK
COURSE OFFERED TO STUDENTS ERASMUS	NO
COURSE WEBSITE (URL)	https://eclass.uowm.gr/

LEARNING OUTCOMES

It is estimated that students will understand modern theoretical schemes for the migratory phenomenon and will form a theoretical framework that will contribute to the meaning of educational needs, as they are formed and evolve in multicultural societies. The issue of interculturalism and educational policies will be interpreted on the basis of the multi-contented interconnection of culture, economy, education and rights policy. Students will be able to design interventional intercultural programs in the educational environment in direct connection with the theory, matching educational proposals to socio-cultural conditions.

General skills
Search, analysis and synthesis of data and information, using the necessary technologies Adaptation to new situations Decision-making Autonomous work Teamwork in an international environment Work in an international environment Working in an interdisciplinary environment Production of new research ideas Respect for diversity and multiculturalism Demonstration of social, professional and moral responsibility and sensitivity to gender issues Exercise of criticism and self-criticism Promotion of free, creative and inductive thinking Approach to Political Terms Linking education with political culture in national and international field

COURSE CONTENTS

In this section, basic theories that are included in the educational studies are analyzed and combined they are approached in modern educational policies, which are implemented in different states. Emphasis is also placed on the role of International Organizations and the European Union in transforming theories into political and educational practice. At the same time, the historical continuity and the position of immigrant studies in educational policies and educational practices are highlighted.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Support of the Learning Process through the e-class online platform
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Seminars	6
Collaborative exercises	7
Group work	7
Study & analysis bibliography	7
Tutorial	4
Interactive teaching	6
Writing work / assignments	12
Preparation of a study (project)	12
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek **1**. Examination written at the end of the semester. 2. Oral examination at the end of the semester.

	3. Progress. 4. Homework. 5. Oral presentation of the paper. 6. Use of Multiple Bibliography. 7. Workshop or practical exercises. 8. Monitoring students during laboratory or practical exercises. 9. Receiving systematic comments from students in the middle of the semester. 10. Ensure transparency in the evaluation of student performance.

RECOMMENDED BIBLIOGRAPHY

- Ανθοπούλου, Θ., Μπάγκαβος, Χρ. & Στρατηγάκη, Μ. (2014). Οικογένεια, Φύλο και Μετανάστευση στη Σύγχρονη Ελλάδα. Αθήνα: Gutenberg.
- Amrith, M. & Sahraoui, N. (2018). Gender, Work and Migration: Agency in Gendered Labour Settings. London: Routledge.
- Arar, Kh., Brooks, J. &Bogotch, I. (2019). Education, Immigration and Migration. United Kingdom: Emerald Publishing.
- Canagarajah, S. (2017). The Routledge Handbook of Migration and Language. London: Routledge.
- Γκολντίν, Ι., Καμερόν, Τζ. &Μπαλαρατζάν, Μ. (2013). (Μτφρ. Αστερίου, Ε.) Αυτοί δεν είναι σαν εμάς. Ηράκλειο: ΠανεπιστημιακέςΕκδόσειςΚρήτης.
- Gold, S. &Nawyn, S. (2013). Routledge International Handbook of Migration Studies. London: Routledge.
- Ιερωνυμάκης, Ι. (2019). Κοινωνικά, πολιτικο-οικονομικά και εκπαιδευτικά ζητήματα της οικογενειακής μετανάστευσης. Αθήνα: Διάδραση.
- Koser, Kh. (2019). (Μτφρ. Αναγνωστόπουλος, Θ.) ΔιεθνήςΜετανάστευση. Αθήνα: Επίκεντρο.
- Κωτούλας, Ι. (2011). Μετανάστευση και κυρίαρχη εθνική κουλτούρα. Αθήνα: Παπαζήσης.
- Labman, S. &Cameron, G. (2020). Strangers to Neighbours: Refugee sponsorship in context. Canada: McGill-Queen's University Press.
- Νικολάου, Σ.-Μ., Ελευθεράκης, Θ., Καλεράντε, Ε., Γιαβρίμης, Π. &Κουστουράκης, Γ. (επιμ.) (2018). Νέες προκλήσεις στην εκπαίδευση και τη δημοκρατία. Αθήνα: Gutenberg.
- Ψημμένος, Ι. (επιμ.) Μετανάστευση και μεταναστευτική πολιτική. Αθήνα: Διόνικος.

0715O – Education Policy and Rights

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**0715O**	**SEMESTER**	8th
COURSE TITLE	EDUCATION POLICY AND RIGHTS		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**

	3	4
TYPE OF COURSE	SPECIAL BACKGROUND	
PREREQUISITES	NONE	
LANGUAGE OF LECTURES AND EXAMINATION	GREEK	
COURSE OFFERED TO STUDENTS ERASMUS	NO	
COURSE WEBSITE (URL)	http://eclass.uowm.gr/	

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students will be able to:

1) Understand the policy of rights and its association with education
2) Focus on the policy of rights in the nation – states emphasizing the structures of political systems, social structures and culture
3) Follow the development of the policy of rights in terms of education and historic circumstances
4) Interpret issues of policy on the right to education in relation to the labor market and the structure of the political system
5) Associate the action of the international organizations with policies that affect or guide the nation - states

General skills

Searching, analyzing and composing data and information supported by the use of relevant technology. Adaptation to new conditions. Decision making. Autonomous work. Group work. Working in an international environment. Working in an interdisciplinary environment. Production of new research ideas. Respect to diversity and multiculturalism. Social, professional and moral responsibility and sensitivity for gender issues. Criticism and self-criticism. Development of free creative and inductive thinking. Approaching political terms. Association between education and political culture at a national and international level.

COURSE CONTENTS

- Study of theoretical principles and standpoints about the formation of education policy in comparison to the corresponding expected educational reforms
- Definition of terms of legalization, change of the education policy with reference to political structures and rights on a national and globalized level
- Analysis of the divergence from legislation, as a theoretical field, in the implementation of the educational act, as practice

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face-to-face, group teaching and seminars
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Support of the learning process through the e-class platform

TEACHING ORGANIZATION	

Activity	*Semester Work Load (hours)*
Lectures	39
Individual case study – research during lessons	11
Preparation / presentation of individual work	30
Exam preparation	20
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: GREEK **Assessment methods** Final written exam, end-of-term oral exam, mid-term exam, assignment, assignment oral presentation, use of multiple bibliography, workshop or practice, student supervision during workshops or practice, mid-term documentation of student systematic commentary **Evaluation criteria** transparency assurance in evaluation of student academic performance

RECOMMENDED BIBLIOGRAPHY

- Papadakis, N. (2003). *Education policy (education policy as social policy).* Athens: Ellinika Grammata.
- Tsaousis, D. (2007). *The education policy of international organizations*. Athens: Gutenberg
- Hall, S., Held, D. & McCrew, A. (2003). *Modernity Today*. Athens: Savvalas.
- Klarman, M. (2007). *Brown v. Board of Education and the Civil Rights Movement*. Oxford: Oxford University Press.
- Rothstein, R. & Jacobsen, R. (2008). *Grading Education: Getting Accountability Right*. New York: Teachers College Press & Economic Policy

- **SCIENTIFIC JOURNALS**:

- Journal of Educational Policy, Routledge International Journal of Humanities and Social Science the Learner

09210 – Internet Language

GENERAL

FACULTY	Humanities and Social Sciences
DEPARTMENT	Early Childhood Education
LEVEL OF STUDY	Undergraduate – 1st Cycle

COURSE CODE	**0921Ο**	**SEMESTER**	8th
COURSE TITLE	Internet Language		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
		3	4
TYPE OF COURSE		Scientific Area	
PREREQUISITES		No	
LANGUAGE OF LECTURES AND EXAMINATION		Greek	
COURSE OFFERED TO STUDENTS ERASMUS		Yes (in English, as a reading course)	
COURSE WEBSITE (URL)		https://eclass.uowm.gr/courses/NURED487/	

LEARNING OUTCOMES

After successful completion of the course, students will be able to:

- Understand basic concepts related to digital discourse analysis.
- Describe and analyze internet activity from the perspective of language use employing the appropriate theoretical and methodological tools.
- Reflect critically on and evaluate the multifaceted impact of internet on language, interpersonal relationships and society by and large.
- Utilize and produce digital texts for research, educational and other professional purposes.

General skills

- Apply knowledge in practice
- Retrieve, analyze and synthesize data and information, with the use of necessary technologies
- Work autonomously
- Work in teams
- Wok in an interdisciplinary team
- Demonstrate social, professional and ethical commitment and sensitivity to gender issues
- Appreciate diversity and multiculturalism
- Be critical and self-critical
- Make decisions
- Advance free, creative and causative thinking
- Generate new research ideas
- Research ethics

COURSE CONTENTS

This course examines how the internet affects the way we use language. Students are introduced to a range of theories from discourse analysis, sociolinguistics and media studies and learn to apply these theories to analyzing authentic texts from various digital platforms (e.g. Facebook, Twitter, Instagram, Flickr,

YouTube, LinkedIn, blogs, instant messaging services, discussion forums, online reviews, smartphone apps, video games). Among the topics covered in the course are multilingualism, humour and linguistic creativity online, methods for collecting and processing online data, identity and community construction online, trolling and cyberbulling as well as the use of language in online educational and professional contexts.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face-to-face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Teaching: PowerPoint presentations Communication with students: e-class, email Evaluation: submission of projects on e-class, presentation of projects (PowerPoint presentations), posting of images related to the course on Instagram
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	26
Practical application and exercises	14
Preparation for projects	30
Individual research and study	10
Preparation for exams	20
Total Course	**100**

STUDENT EVALUATION	• Exam at the end of the semester (60%) • Individual/group project (40%) • Project presentation (extra credit up to 10%)

RECOMMENDED BIBLIOGRAPHY

- Barton, D. & Lee, C. (2013). Language online: Investigating digital texts and practices. London: Routledge.
- Bou-Franch, P. & Garcés-Conejos Blitvich, P. (eds). (2019). Analyzing digital discourse: New insights and future directions. Cham: Palgrave-Macmillan.
- Crystal, D. (2011). Internet linguistics. London: Routledge.
- Danesi, M. (2016). The semiotics of emoji: The rise of visual language in the age of the Internet. London: Bloomsbury.
- Danet, B. & Herring, S.C. (2007). The multilingual internet: Language, culture and communication online. Oxford: Oxford University Press.
- Darics, E. (2016). Writing online: A guide to effective digital communication at work. New York: Business Expert Press.
- Erstad, O., Flewitt, R., Kümmerling-Meibauer, B. & Pires Pereira, I. S. (eds.) (2020). The Routledge handbook of digital literacies in early childhood. Abingdon: Routledge.
- Georgakopoulou, A. & Spilioti, T. (eds.) (2016). The Routledge handbook of language and digital communication. Abingdon: Routledge.
- Georgalou, M. (2017). Discourse and identity on Facebook. London: Bloomsbury.
- Jones, R. & Hafner, C. (2012). Understanding digital literacies: A practical introduction. London: Routledge.

- Jones, R., Chik, A. & Hafner, C. (eds.) (2015). Discourse and digital practices: Doing discourse analysis in the digital age. Abingdon: Routledge.
- Lee, C. (2017). Multilingualism online. London: Routledge.
- Mallinson, C., Childs, B. & Herk, G.V. (eds.) (2013). Data collection in sociolinguistics: Methods and applications. London: Routledge. pp. 236-250.
- Myers, G. (2010). The discourse of blogs and wikis. London: Continuum.
- Page, R., Barton, D., Unger, J. & Zappavigna, M. (2014). Researching the language of social media: A student guide. London: Routledge.
- Seargeant, P. & Tagg, C. (eds.) (2014). The language of social media: Identity and community on the internet. Basingstoke: Palgrave Macmillan.
- Tagg, C. (2015). Exploring digital communication: Language in action. Abingdon: Routledge.
- Tagg, C, Seargeant, P. & Brown, A. A. (2017). Taking offence on social media: Conviviality and communication on Facebook. Basingstoke: Palgrave Macmillan.
- Tannen, D. & Trester, A. M. (eds.) (2013). Discourse 2.0: Language and new media. Washington, DC: Georgetown University Press.
- Thurlow, C. & Mroczek, K. (eds.) (2011). Digital discourse: Language in the new media. Oxford: Oxford University Press.
- Vásquez, C. (2014). The discourse of online consumer reviews. Bloomsbury: London
- Vásquez, C. (2019). Language, creativity and humour online. Routledge: London.

Scientific journals:

- Discourse, Context and Media
- Journal of Computer-Mediated Communication
- Journal of Language Aggression and Conflict
- Internet Pragmatics
- Language@Internet
- New Media and Society
- Punctum. International Journal of Semiotics
- Social Media + Society
- Social Semiotics
- Visual Communication

1010O – Creative Writing and Education

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**10100**	**SEMESTER**	8th
COURSE TITLE	Creative Writing and Education		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Specialization
PREREQUISITES	None
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	No
COURSE WEBSITE (URL)	http://eclass.uowm.gr/courses/NURED194/

LEARNING OUTCOMES

The students will be studying the epistemological conditions of establishing Creative Writing as an academic discipline and their particular characteristics. Furthermore, they will delve into ways of teaching *metathesis* of a particular discipline and appropriate teaching suggestions for small pupils. Personal involvement in the process of writing will gradually lead the students in the acquisition of the fluency of, sharing an intrinsic approach to literature which Creative Writing suggests, teaching exercises of creative writing to children, but also to be able to highlight those points of literary text that makes it an attractive reading material and a multi-cultural fact. Students will acquire the skills to become sufficient and meaningful readers. The composition of personal literary texts will be the last stage of the expected learning results.

General skills

COURSE CONTENTS

Creative Writing and the way it was constituted as an academic discipline. The taught *metathesis* of creative writing. Educational scopes and objectives of Creative Writing in modern Greek educational reality. The workshop and the concept of development and cultivation of creativity in an individual and group level. Educational practices of creative writing in education.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Class

<table>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</td><td>Specialized software for finding and managing Creative Writing literature texts (scene, characters, plot, narrator, point of view etc.). Support of the learning process through the electronic platform e-class</td></tr>
<tr><td>TEACHING ORGANIZATION</td><td>
<table>
<tr><th>Activity</th><th>Semester Work Load (hours)</th></tr>
<tr><td>Workshop -Lectures</td><td>36</td></tr>
<tr><td>Workshop exercises</td><td>10</td></tr>
<tr><td>Preparation for individual and group exercises</td><td>10</td></tr>
<tr><td>Individual research and study (finding relative literature, research on the Internet)</td><td>24</td></tr>
<tr><td>Preparation for the exams</td><td>20</td></tr>
<tr><td>Total Course</td><td>100</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION</td><td>Evaluation language: Greek

Assessment methods (weight %): individual and group tasks to be carried out during the six months period

Evaluation criteria (weight %): Oral exams (50%) and individual essay (50%)</td></tr>
</table>

RECOMMENDED BIBLIOGRAPHY

- Harper, G. and Kroll, J. (2008) *Practice, Research and Pedagogy.* Clevedon, Buffalo, Torodo: Multilingual Matters LTD.
- Gill, J. (2008). Writing for Children and Young Adults, in Graeme Harper (Eds) *Creative Writing Guidebook*. New York: Continuum, 97-110.
- Myers, D.G. (2006). *The Elephants Teach*. Chicago and London: The University of Chicago Press.
- Vasilaki, A. and Giannakoudakis, L. (2009) *Creative Writing in primary school*. Athens: Kedros.
- Souliotis, M. (1995), *Alphabet book for poetry*. Thessaloniki, Dedousi.
- (2009). *Can you lend me fifty drachmas for cigarettes;* Thessaloniki, Publication of the University of Macedonia
- Kotopoulos, H.T., Vakali, A.& Zografou M. (2013) C*reative Writing in kindergarten.* Thessaloniki: Epikentro.

- **SCIENTIFIC JOURNALS**:

- *Creative Writing Studies*

- *New Writing*
- *Journal of Writing in Creative Practice*

(A.T.E.) 1304O – Development of Educational Software

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1304O**	**SEMESTER**	8th
COURSE TITLE	Development of Educational Software		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**	
	3	4	
TYPE OF COURSE	Optional		
PREREQUISITES			
LANGUAGE OF LECTURES AND EXAMINATION	Greek		
COURSE OFFERED TO STUDENTS ERASMUS	Yes (English)		
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/		

LEARNING OUTCOMES

The aim of the course is: To define the design specifications of an educational software. Composition - construction (images, drawings, color combinations, sounds), movement (movement direction, sequence of actions), interaction (user interface, active participation). Familiarity with appropriate programming environments for the development of educational software. Deepening, creating tactile user interfaces

Emphasis will be given to: modern teaching approaches with the use of ICT, utilizing educational software, the internet and general use software. In addition, they learn how to search for and compose digital material for the creation of didactic objects. Finally, students are taught how to make detailed lesson plans and use online technologies in school everyday life.

Upon completion of the course, students are expected to:

- utilize technological products in their teaching

- plan integrated teaching using technology

- utilize technological products with different teaching approaches (learning theories)
- install and operate educational software
- seek / create digital teaching materials
- understand the ways in which ICT is integrated into teaching
- monitor the development of the respective scientific field
- design Websites, Blogs, Wikis and other related objects
- understand the usefulness of the internet in the extroversion of a school unit

General skills

- autonomous work
- teamwork
- production of new material
- adaptation to new situations
- exercise of criticism and self-criticism
- promotion of free, creative and inductive thinking
- decision making
- interdisciplinary approach to problems

COURSE CONTENTS

1. Basic concepts of use and didactic utilization of educational software
2. Internet and Web 2.0 technologies
3. Digital Narration
4. Learning through Digital Games
5. Collaborative Learning through Computers
6. Development of educational software
7. Learning through mobile devices
8. Search and edit digital material
9. ICT as a tool for the teacher

10. Design of didactic interventions with ICT

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face, video lessons, tutorial exercises USE OF INFORMATION TECHNOLOGIES AND COMMUNICATIONS The course concerns ICT exclusively TEACHING ORGANIZATION Activity Semester Workload Face-to-face lectures Individual work Laboratory sessions Team work Independent study
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	ICT is used both in teaching and in communicating with students.
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Group activities	31
Personal Study	30
Total Course	**100**

STUDENT EVALUATION	Individual or group work and written exams

RECOMMENDED BIBLIOGRAPHY

GREEK LANGUAGE BIBLIOGRAPHY
- Vassilis Komis, (2004) Introduction to the educational applications of Information and Communication Technologies, PUBLICATIONS OF NEW TECHNOLOGIES ONLY. Ltd.
- Bosniadou Stella, (2006). Children, schools and computers, G. DARDANOS - K. DARDANOS OE
- Raptis, A. & Rapti, A. (2001). Learning and Teaching in the Information Age, Volume A; and Volume B. Athens: published by A. Rapti
- FOREIGN LANGUAGE BIBLIOGRAPHY
- Gunther, K., (2003) Literacy in the New Media Age. New York: Routledge.
- Wenger, E. (1998). Communities of practice: Learning, meaning, and identity. New York: Cambridge University Press.
- Wenger, E., White, N., & Smith, J. (2009). Digital Habitats. Stewarding technology for communities. Portland USA: CP Square.

Scientific magazines

- Issues of Science and Technology in Education
- i-teacher
- Modern Education
- New Teacher
- Education and Information Technologies, Springer

14020 – Developing the Number Concept

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	14020	**SEMESTER**	8th
COURSE TITLE	Developing the Number Concept		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4
TYPE OF COURSE	Optional, Specialization	
PREREQUISITES		
LANGUAGE OF LECTURES AND EXAMINATION	Greek / English	
COURSE OFFERED TO STUDENTS ERASMUS	Yes	
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED220/	

LEARNING OUTCOMES

The *learning trajectories* theoretical framework will be used to study the development of the number concept. Students are expected to be able to design and use a learning trajectory for teaching a specific aspect of the number concept in certain age group of students. Also, to acquire a deep understanding of the process of developing the number concept. In this course the students will be introduced to the most important research findings and the most influential theoretical frameworks in the field of the development of the number concept. By the end of the course it is expected from students to have developed a deep understanding of the properties and main characteristics of the concept of natural number and the difficulties students may face with this concept in pre-school years. In addition, it is expected from students to develop the necessary mathematical knowledge and also a clear view of the instructional materials that can be used in

the kindergarten so as to be able to choose and properly use the most appropriate activities and learning materials for introducing the concept of number to preschool students.
General skills

COURSE CONTENTS

Main characteristics of the early understanding of the number concept, external and mental representations of numbers, the number as magnitude and as symbol, the ordering of numbers, introducing to symbolic number representations, introducing to number words, early numerosity, subitizing, developing early number sense, number conservation and counting, early operations with numbers, the counting numbers vs the rational numbers, the natural number bias phenomenon and its consequences in later development of the number concept, additive vs multiplicative number relationships, scaffolding in the process of developing the number concept, the role of language in this process, everyday practices with numbers, mathematical activities that support the development of the number concept.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Class
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Searching internet for learning activities and other recourses, Videos, e-class discussions.

TEACHING ORGANIZATION

Activity	***Semester Work Load (hours)***
Workshop-Lectures	36
Workshop exercises	10
Preparation for individual and/or group assignments	10
Individual research and study (finding relative literature and recourses)	24
Preparation for the exams	20
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek and/or English **Assessment methods**: Assessment methods: written exams (50%), individual or group presentation (10%), individual final essays (20%), participation in e-class discussion (20%)

RECOMMENDED BIBLIOGRAPHY

- Botson, C., Deliège, M. (1998). G. M Troulis (Ed.) Pre-Math Procedures and Concepts, Athens: Gutenberg. (in Greek)
- Clements, D. H., & Sarama, J. (2014). Learning and teaching early math: The learning trajectories approach. Routledge.
- Montague-Smith, A., & Price, A. (2012). *Mathematics in early years education*. Routledge.
- Nunes, T. & Bryant, P., (2007). Children do mathematics. Desli, D. (Ed.), Athens: Gutenberg.
- Sarama, J., & Clements, D. H. (2009). Early childhood mathematics education research: Learning trajectories for young children. Routledge.
- Siegler, R. S. (1991). *Children's thinking*. Prentice-Hall, Inc.
- Sophian, C. (2017). *The origins of mathematical knowledge in childhood*. Routledge.
- Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2007). Elementary and middle school mathematics: Teaching developmentally. Pearson

1607O – Health Education

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1608O**	**SEMESTER**	8th
COURSE TITLE	Health Education		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Optional
PREREQUISITES	None
LANGUAGE OF LECTURES AND EXAMINATION	Greek - English
COURSE OFFERED TO STUDENTS ERASMUS	Yes

COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED258/

LEARNING OUTCOMES

Level 6 (1st Cycle)

The aim of the course is for students to be able to understand the essence and usefulness of Health Education and to know the basic principles and methods of Health Education and its application in education.

After successful completion of the course, students will be able to:

1. Have knowledge related to health and disease in their modern dimensions.
2. Understand that maintaining health and preventing disease are multifactorial processes
3. Acquire knowledge of the key factors that contribute to maintaining health and preventing disease
4. Acquire knowledge of the basic theories and models of Health Education
5. Acquire knowledge of the various teaching methodologies of Health Education
6. Understand the perceptions and behaviors of preschool children on health-related issues
7. Be aware of the important issues for the health and development of preschool children.
8. Learn the topics of Health Education and the teaching methodology that are suitable for pre-school education.
9. Aquire the ability to design school Health Education programs with reference to young children

General skills

- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Promoting free, creative and inductive thinking

COURSE CONTENTS

- Definition issues: Health and illness. Health Education and Promotion
- Factors that influence health behaviors
- Basic Theories of Health Education and design standards for Health Education and Promotion programs
- Children's perceptions of the human body, health and disease
- Nutrition issues
- Oral health issues
- Traffic education issues
- Consumer education issues

- Health Education in the Greek Education System
- Educational material and selection criteria
- Designing School Programs for Health Promotion and Education for young children
- Collaboration with parents and the community - Whole School approaches to Health Education

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Face to face Groupwork
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of presentation software Supporting learning process support through the University's digital platform e-class
TEACHING ORGANIZATION	

Activity	***Semester Work Load (hours)***
Lectures	39
Group work on the development of Health Education projects for young children	21
Presentation of projects - Feedback	10
Individual study	30
Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek - English **Assessment methods** (weight %): Participation in teamwork for designing Health Education projects is a prerequisite for having a final assessment Assessment: A Combination of short essays for teaching Health Education topics 20% and designing educational projects 80%. **Evaluation criteria** (weight %): The evaluation criteria and the assessment of each task are included in an announcement given to the students and are posted website of the course

RECOMMENDED BIBLIOGRAPHY

- *WHO (1997) The Health Promoting School: An Investment in Education, Health and Democracy: Case Study Book.* First Conference of the European Network of Health Promoting Schools, Thessaloniki, Greece. Copenhagen: WHO Regional Office for Europe.
- *Weare, K. and Gray, G. (1994) Promoting Mental, Emotional and Social Health in the European Network of Health Promoting Schools.* World Health Organisation Office for Europe: Copenhagen.

- *Weare, K. (2000) Promoting Mental, Emotional and Social Health: A Whole School Approach.* Routledge.
- *WHO Europe (2005). Food and nutrition policy for schools. A tool for the development of school nutrition programmes in the European Region.* Copenhagen: Programme for Nutrition and Food Security WHO Regional Office for Europe
- *WHO (2015). The European health report 2015. Targets and beyond – reaching new frontiers in evidence.* Copenhagen: WHO Regional Office for Europe
- *Fitzpatrick, K. & Tinning, R. (2014). Health Education - Critical perspectives*. Routledge.

- **SCIENTIFIC JOURNALS**:

- Health Education
- Health Education Research
- Health Education and Behavior

1705O – Arts and Crafts

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**1705O**	**SEMESTER**	8th
COURSE TITLE	Arts N Crafts		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS-ECTS**
	3	4

TYPE OF COURSE	Special Background
PREREQUISITES	Converting Craft Materials
LANGUAGE OF LECTURES AND EXAMINATION	Greek - English
COURSE OFFERED TO STUDENTS ERASMUS	Yes
COURSE WEBSITE (URL)	http://eclass.uowm.gr/courses/

LEARNING OUTCOMES

The connection between this course and craftwork refers to former productive processes of making usable objects in order to be used on a daily basis, such as pottery, traditional arts, tool creation, decoration etc. This practice of producing objects based on the design art forms will be the cause and the reason for inspiration and appropriate adjustment of the craftsmen's and the other crafts professionals' creative expression in the field of teaching process. The use of examples aims to help the future teacher be able to offer his students similar creative experiences. In order to achieve that, we need to educate the involved students on thematic modules with suggested organized proposals adjusted to the pedagogic profile of the level of education which they will be used in.

General skills

We are interested in educating the teachers on skill development, on experimentations – information processing through the results and conclusions derived from their participation. The activities which intend to reinforce the teacher's self-esteem on his skills and theoretical abilities target directly the development of functional, cognitive abilities which are the objectives and goals of this course in combination with the capabilities to coordinate, to create, to imagine, so that the art courses in the future will be the centre of creative expressions and the valuable tool to understand concepts and contexts in the teaching procedure in the classroom.

COURSE CONTENTS

The content of the course "Arts and crafts" examines the relation among the art forms in the field of applied forms emphasizing the Crafts, the designing and creation of objects mostly for pedagogical use, which are not related to the basic art forms, the so-called high art, like painting and sculpture.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Workshop - class
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Specialized software video slides and pictures and objects creations to activate- motivate the students. Support of the learning process through the electronic platform e-class

TEACHING ORGANIZATION

Activity	***Semester Work Load (hours)***
Lectures	25
Tutorial Lessons – Exercises	15
Individual research and study (finding relative literature, research on the Internet)	10
Preparation for individual and group exercises	25
Practice and exercise	15

	Preparation for the exams: 10 **Total Course: 100**
STUDENT EVALUATION	**Evaluation language**: Greek-English **Assessment methods** (weight % if it is necessary): individual and group tasks to be carried out during the six months period (The evaluation includes examination-presentation of the results, from the mandatory work). **Evaluation criteria** (weight % if it is necessary):

RECOMMENDED BIBLIOGRAPHY

-**SCIENTIFICJOURNALS**:

- Chapman H. Laura (1993). Didactic of the Visual Art. Athens Nefeli. (in Greek)
- Dorance Sylvia. (2007) Creative Activities in the Kindergarten, Athens, Dardanos Typothito. (in Greek)
- Plakotaris Kostas (1996). Materials and techniques in painting a decoration, Athens, Fillipotis. (in Greek)
- Tamoutselis Nikoloaos (2018). The art workshop in the school environment, Florina, Aristeidou. (in Greek)
- Titika Salla Doukoumetzi (1996). Creative Imagination and children's art, Athens Exantas. (in Greek)
- Robert Schrrmacher (2008). Art and creative development of children, Athens, Ion, (in Greek)
- Epstein S. Anna &- Trimi A Elli (2005). Fine Art and Children, Athens, Dardanos Typothito. (in Greek)

3

COURSES REGULATION

(Based on article 25 of Law 1268/82, article 9 of Law 2083/92, article 1 of Law 2188/94, P.D. 544/89 and P.D. 99/93)

3. COURSES REGULATION

(Based on article 25 of Law 1268/82, article 9 of Law 2083/92, article 1 of Law 2188/94, P.D. 544/89 and P.D. 99/93)

Academic calendar

The academic year begins on September 1st of each year and ends on August 31st of the following year. The teaching work of each academic year is structured in two semesters, the winter and the spring semester. Each semester includes at least thirteen (13) full weeks for teaching and two (2) for examinations. The first semester, the winter semester, begins in the second half of September and the second, the spring semester, ends in the second half of June. In special cases where the minimum number of teaching weeks is not reached, it is possible by decision of the Department to continue the courses in January or June.
In order to obtain a degree, at least eight (8) semesters are required. The examination periods are three: January - February, June and September. If, for any reason, the number of teaching hours undertaken in a course is less than 4/5 of the number provided for in the course study for working days of the respective semester, the course is considered not to have been taught.

Holidays

The courses are interrupted:

- from Christmas Eve until Epiphany Day (Christmas holidays)
- from Holy Monday to The Sunday of Thomas (Easter holidays)
- on the day of the general student elections
- on the day of the Rector's elections

Also, courses are not held during the following holidays:

- national holiday of 28 October
- anniversary of the liberation of Florina, 8 November
- anniversary of the Polytechnic School, November 17
- Feast of the Three Hierarchs, January 30
- national anniversary of March 25
- May 1st and
- the Holy Spirit
- The months of July and August are defined as the summer holidays.

Course registration

At the beginning of the semester and within a period of two weeks, the student submits to the Secretariat of the Department an electronic statement, which contains the courses of the programme of study that he/she decided to attend during the specific semester. The total number of ECTS corresponding to the declared

courses cannot exceed the estimated number of ECTS for the semester of study. In addition, he/she must declare the compulsory core courses of the previous semesters of study in which he/she has not successfully evaluated.

When declaring courses, especially the compulsory optional courses, the student must take into account whether participation in the specific course requires the attendance of specific compulsory core courses. In addition, it should take into account the timetable, so that the teaching hours of the courses it intends to choose do not coincide. The student has the right to receive free of charge the relevant textbooks and to be examined only in the courses he/she has declared during the specific semester.

Courses organization

The teaching of the courses of the course of study is done according to the timetable drawn up by the Secretariat of the Department under the responsibility of the President. The teaching of the compulsory optional courses is compulsory, provided that twenty-five people are enrolled in each one. The Assembly decides whether an elective course should be taught with fewer than twenty-five students. The timetable includes the distribution of the teaching hours of the courses within the five working days of the week, the teachers, and the classrooms. At the beginning of the semester, each teacher announces the objectives and briefly the content of the course, the form of teaching, the obligations of the students, the way of their evaluation, as well as an indicative list of textbooks and aids to facilitate the study of the students.

Course attendance

Attending courses, workshops, undergraduate training, etc. on behalf of the students is done according to the timetable. Students are entitled to use for this purpose the library, the studying halls, the laboratories and the rest of the School's equipment. The attendance of compulsory optional courses (didactics courses), elective courses, undergraduate training and workshops is mandatory. The students must complete a number of attendances corresponding to at least 4/5 of the total number of teaching hours of the specific course. The total employment of students in lectures, workshops, tutorials and practical exercises should not exceed thirty hours per week.

Knowledge evaluation - Exams

The evaluation of the performance of the students is mainly based on the final examination after the end of the semester. The examination may be - at the discretion of the teacher - written or oral. The evaluation of performance may also be based on written work or on laboratory, tutorial or practical exercises. The teachers are entitled to exclude students from the final examination, provided that there has been a sufficient sequential check-up during the semester and provided that the proper functioning of the Department's curriculum is not disturbed. Students are entitled to be examined during the period of September in the courses of both semesters, winter and spring, while during the periods of January - February and June only in the courses of the respective semester. In case of failure in a compulsory core course in both examination periods, the students must declare it and attend it again in a subsequent semester, in order to regain the right to participate in the examinations of the specific course. In case of failure in a compulsory optional or a free optional course, students may repeat it in a subsequent semester, if offered, or replace it with another compulsory optional course. The workshop or the undergraduate training of a six-monthly course is guaranteed and not repeated, if the attendance was deemed sufficient. If the students fail at least four times in the examinations of any course, the Department's Assembly may, at the request of the student, appoint a three-member Review Committee in which the examiner must participate. The examination schedule for the period January-February is announced

before the Christmas holidays, the June period before the end of the course period, and the period of September during the June exams. The teachers are responsible for the invigilance of the written examinations.

Course grades

Performance in the courses is assessed and expressed in grades. Each course or thesis is graded in intact or half points. The grading scale is defined from zero to ten: 0 -1 = wrongly, 2 - 4 = moderately, 5 - 6 = good, 7 - 8 = very good, 9 - 10 = excellent. The minimum satisfactory grade is five (5). The results of the examinations are announced by the instructors and sent to the Secretariat of the Department within a maximum of fifteen days from the examination of the course. Review or revision is not allowed. Exceptionally, the Department may decide to review a course in case of failure of more than 85% of the students examined. Those who are transferred or classified in the following semesters, by decision of the Department's Assembly, can recognize courses with the same cognitive content, in which they have achieved a promotional grade after attendance. For those who have attended International Training Programmes, such as ERASMUS, the time of the programme and the corresponding grades are recognized as actual time of study, converted to the aforementioned grading scale.

Degree - degree grade

Students complete their studies and get a degree when they have succeeded in the prescribed courses and collect two hundred and forty ECTS (240 ECTS). The degree indicates the grade, which can be decimal up to centimeters. The grade can range from five (5) to ten (10). From 5 to 6.4 it is characterized as "good", from 6.5 to 8.4 "very good" and from 8.5 to 10 "excellent". The Degree of the Department of Primary Education provides the opportunity for its holder to be appointed as an educational officer in primary schools.

Degree grade calculation

The degree grade is calculated based on the ECTS credits and the grade of each course by following the procedure below:

- The credits (ECTS) of each course are taken into account, as well as its grade. Courses that are not evaluated with a grade do not participate in the calculation of the degree grade.
- The grade of each course is multiplied by the corresponding credit units (ECTS).

For instance:

- COURSE 1 (CREDIT UNITS-ECTS:3, GRADE: 10) Score: 3x10=30
- COURSE 2(CREDIT UNITS-ECTS:4, GRADE: 8) Score: 4x8=32

Then:

a) the scores of all the subjects graded are added together (DIVIDER)

b) the credits (ECTS) of all courses that have a grade (DIVISOR) are added together

c) the sum of the products (DIVISIBLE)is divided by the sum of the credits of the courses marked (DIVISOR).

The quotient of the division is the grade of the degree, which includes two (2) decimal places (XX, XX).
The equation for the above procedure is:

Degree Grade = (Course Grade 1xECTS Course1 + Course Grade2xECTS Course2+…+Thesis Grade x ECTS Work)/(Total Number of ECTS courses + Number of ECTS Work) graded to obtain the Degree

Diploma Supplement

The Diploma Supplement follows the model developed by the European Commission, the Council of Europe and UNESCO/CEPES. The aim of the Supplement is to provide sufficient independent data to improve international "transparency" and the fair academic and professional recognition of qualifications (diplomas, diplomas, certificates, etc.). It was designed to give a description of the nature, level, background, content, and background of the studies which have been successfully completed by the person named after the original degree of the qualification to whom the Supplement is attached. Value is not judged in the Supplement, and there are no equivalence statements or proposals on recognition. There is information in all eight of its sections. Where there is no information, an explanation is given.

Graduate Student Oath

A student who has successfully completed his/her studies and received a degree gives a statement before the Dean, as a representative of the Rector, and the Chair of the Department. The conclusion is as follows:

«ΑΠΟ ΤΟΥ ΙΕΡΟΥ ΠΕΡΙΒΟΛΟΥ ΤΟΥ ΣΕΠΤΟΥ ΤΟΥΤΟΥ ΤΕΜΕΝΟΥΣ ΤΩΝ ΜΟΥΣΩΝ ΕΞΕΡΧΟΜΕΝΟΣ / ΕΞΕΡΧΟΜΕΝΗ, ΚΑΤ' ΕΠΙΣΤΗΜΗΝ ΒΙΩΣΟΜΑΙ, ΑΣΚΩΝ / ΑΣΚΟΥΣΑ ΤΑΥΤΗΝ ΔΙΚΗΝ ΘΡΗΣΚΕΙΑΣ, ΕΝ ΠΝΕΥΜΑΤΙ ΚΑΙ ΑΛΗΘΕΙΑ. ΟΥΤΩ ΧΡΗΣΙΜΟΝ ΕΜΑΥΤΟΝ / ΕΜΑΥΤΗΝ ΚΑΤΑΣΤΗΣΩ ΠΡΟΣ ΑΠΑΝΤΑΣ ΤΟΥΣ ΔΕΟΜΕΝΟΥΣ ΤΗΣ ΕΜΗΣ ΑΡΩΓΗΣ ΚΑΙ ΕΝ ΠΑΣΗ ΑΝΘΡΩΠΩΝ ΚΟΙΝΩΝΙΑ, ΑΕΙ ΠΡΟΣ ΕΙΡΗΝΗΝ ΚΑΙ ΧΡΗΣΤΟΤΗΤΑ ΗΘΩΝ ΣΥΝΤΕΛΕΣΩ, ΒΑΙΝΩΝ / ΒΑΙΝΟΥΣΑ ΕΝ ΕΥΘΕΙΑ ΤΟΥ ΒΙΟΥ ΟΔΩ ΠΡΟΣ ΤΗΝ ΑΛΗΘΕΙΑΝ ΚΑΙ ΤΟ ΔΙΚΑΙΟΝ ΑΠΟΒΛΕΠΩΝ / ΑΠΟΒΛΕΠΟΥΣΑ ΚΑΙ ΤΟΝ ΒΙΟΝ ΑΝΥΨΩΝ / ΑΝΥΨΟΥΣΑ ΕΙΣ ΤΥΠΟΝ ΑΡΕΤΗΣ ΥΠΟ ΤΗΝ ΣΚΕΠΗΝ ΤΗΣ ΣΟΦΙΑΣ.

ΤΑΥΤΗΝ ΤΗΝ ΕΠΑΓΓΕΛΙΑΝ ΕΠΙΤΕΛΟΥΝΤΙ / ΕΠΙΤΕΛΟΥΣΗ ΕΙΗ ΕΜΟΙ, ΣΥΝ ΤΗ ΕΥΛΟΓΙΑ ΤΩΝ ΕΜΩΝ ΚΑΘΗΓΗΤΩΝ ΚΑΙ ΠΕΦΙΛΗΜΕΝΩΝ ΔΙΔΑΣΚΑΛΩΝ, Ο ΘΕΟΣ ΕΝ ΤΩ ΒΙΩ ΒΟΗΘΟΣ.»

The Graduate Student Oath takes place in a ceremony three times a year, at the end of each examination period. In order to obtain the membrane of the degree, a copy of the degree or a certificate of final transcript, the students must have submitted a relevant fee to the Financial Service. Each graduate is entitled to receive two copies of the degree free of charge.

4

PROGRAMME ERASMUS

4. PROGRAMME ERASMUS

The Department of Early Childhood Education collaborates within the framework of the ERASMUS+ program for the exchange of students and teaching staff with universities abroad. A detailed list of partner institutions abroad can be found here: https://erasmus.uowm.gr/bilateral/

The students of the School can study in one of the above institutions for the period provided for by the agreement between the universities.

In order to participate in the programme, it is necessary to have knowledge of the corresponding foreign language or English as the case may be, to an extent that allows the students to meet their obligations at the host university. After their return from abroad, the students enshrine the studies (courses and corresponding ECTS) that they have successfully completed at the receiving institution, because the creation of the European ECTS transfer system has been ensured in both departments (European Credit Transfer System). In order to facilitate the movement of female students, it is clarified that the courses they have registered abroad are recognized by the sending institution as compulsory courses on an elective basis.

For the movements of the winter and / or spring semester of the next academic year, the applications and the necessary supporting documents (application, transcript, short CV and language certifications) are submitted in the first months of the calendar year (the annual notice specifies the deadlines for the submission of applications and the place). The list with the names of the mobile students is announced in a timely manner by the persons in charge of the Department's educational programs.

The time of applications to the host universities (if the candidate is selected) is calculated between April and May for the students who will move to a university abroad in the fall semester and until the end of November for transfers to the spring semester. More information on procedural issues as well as the necessary documents for their participation in ERASMUS+ for studies, students can be found on the website of the Office of International Relations and European Programmes of the University of Western Macedonia (http://uowm.gr/administration/services/intrelations/erasmus/outgoing-students-studies/)

Also, within the framework of the ERASMUS+ programme, undergraduate and postgraduate students, as well as PhD candidates who are enrolled in the TIM, are given the opportunity to carry out an internship abroad in Universities/Enterprises/Organizations with a mobility grant. More information on internships can be found at the http://uowm.gr/administration/services/intrelations/erasmus/outgoing-students-placements/

The responsible for the European Educational Programmes as well as the coordinators of the ECTS system for the Department of Early Childhood Education are:

Konstantinos Christou, Associate Professor (Departmental Coordinator)
Georgios Tzartzas, Associate Professor
Vassiliki Pliogou, Assistant Professor

5. Calendar of academic year 2021-2022

The Rector's Council of the University of Western Macedonia in no. 56/27-09-2021 meeting approved the academic calendar for the year 2021-2022 as follows:

Fall semester (13 weeks of lessons)	10/10/2022–23/12/2022 09/01/2023–20/01/2023
Examination period of the fall semester (3 weeks, including the examination for graduate students)	23/01/2023–10/02/2023
Spring semester (13 weeks of lessons)	20/02/2023–07/04/2023 24/04/2023–02/06/2023
Spring semester examination period (3 weeks, including the examination for graduate students)	12/06/2023–30/06/2023

Note:

- After the examination period of September and before the beginning of the winter semester there are 2 (two) empty weeks (27/9/2021-8/10/2021), in case of lengthening of the double examination.
- For the Departments of Kozani, due to the holiday of October 11, 2021, the winter semester will start on 12/10/2021.
- After the end of the spring semester and before the beginning of the examination period there is 1 (one) empty week (30/5/2022-3/6/2022).

HOLIDAYS

National Holiday: Thursday 28 October 2022

Polytechnic Uprising Anniversary: Wednesday, November 17, 2022

Christmas holidays: 24 December 2021 until 7 January 2023

Three Hierarchs: Sunday 30 January 2023

Shrove Monday: February 7, 2023

National Holiday: Saturday, March 25, 2023

Easter Holidays: 10 to 21 April 2023

May Day: Sunday 5 June 2023

Holy Spirit: June 5, 2022

Liberation Day of the city of Kozani: Tuesday, October 11, 2022

Liberation Day of the city of Grevena: Thustday, October 13, 2022

Liberation Day of the city of Ptolemais: Saturday, October 15, 2022

Liberation Day of the city of Florina: Tuesday, November 8, 2022

Liberation Day of the city of Kastoria: Fruday, November 11, 2022

Feast of Agios Nikolaos, Patron Saint of Kozani: Tuesday, December 6, 2022

Day of the holding of student elections