UNIVERSITY OF WESTERN MACEDONIA

FACULTY OF SOCIAL SCIENCES AND HUMANITIES

ERASMUS COURSE GUIDE

OF THE DEPARTMENT OF

EARLY CHILDHOOD EDUCATION

FOR THE ACADEMIC YEAR 2022-2023

FLORINA, GREECE, OCTOBER 2022

The new Course Guide for the 2022-2023 academic year is an updated version of the previous academic years' Course Guide of the Department of Early Childhood Education.

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

Dr. Vassiliki Pliogou, Assistant Professor

Dr. Efthalia Konstantinidou, Assistant Professor

Contents

1. THE UNIVERSITY OF WESTERN MACEDONIA

The University of Western Macedonia (UOWM - Panepistimio Dytikis Makedonias) was established in 2003 by the Presidential Decree 92/2003 (P. 83/11-4-2003) and began its operation in the same year. According to Law 4610/2019, Government Gazette 70/A/07.05.2019, the academic structure of the University has been formed as follows:

The *School of Engineering* (Kozani) consists of the Departments:

- Electrical and Computer Engineering
- Mechanical Engineering
- Chemical Engineering
- Mineral Resources Engineering
- Product and Systems Design Engineering

The *School of Economic Sciences* (Kozani) consists of the Departments:

- Management Science and Technology
- Regional and Cross-Border Development Studies
- International and European Economic Studies
- Accounting and Finance
- Economics
- Business Administration
- Statistics and Insurance Science

The *School of Fine Arts* (Florina) consists of the Department:

- Fine and Applied Arts

The *School of Agriculture* (Florina) consists of the Department:

- Agriculture

The *School of Social Sciences and Humanities* (Florina) consists of the Departments:

- Primary Education
- Early Childhood Education
- Communication and Digital Media
- Psychology

The *School of Science* (Kastoria) consists of the Departments:
- Mathematics
- Informatics

The *School of Health Sciences* (Ptolemaida) consists of the Departments:

- Occupational Therapy
- Midwifery

The webpage of the University of Western Macedonia is: https://www.uowm.gr/en/

2.   INFORMATION OF THE INSTITUTION

2.1   Name and address

Full legal name of Institution	University of Western Macedonia
ERASMUS Code of Institution	G KOZANI 02
WWW Internet Address	www.uowm.gr
WWW internet Address for International Students	https://erasmus.uowm.gr/en/
Name of the Legal Representative	Prof. Dr. Theodoros Theodoulidis
Official Title	Rector of the University of Western Macedonia
Address	Koila, Koila Kozani GR- 50100-KOZANI GREECE
Telephone (inc. country and area code)	+30-24610-56200
Fax (inc. country and area code)	+30-24610-56201
Responsible Office/Department	Erasmus Office
Institutional ERASMUS+ Coordinator	Mrs Aikaterini Blanta Head of Erasmus Office University of Western Macedonia Koila, Koila Kozani GR- 50100-KOZANI GREECE
E-mail address	erasmus@uowm.gr
Telephone	+30- 24610-68065
Departmental ERASMUS Coordinator (contact person)	Dr. Vassiliki Pliogou Assistant Professor
E-mail address	vpliogou@uowm.gr
Telephone	+30-23850-55114

3. FLORINA SCHOOL OF SOCIAL SCIENCES AND HUMANITIES

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 from 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).

The Dean of the School of Social Sciences and Humanities is the Professor of the Department of Early Childhood Education, Dr. Penelope Papadopoulou.

4. DEPARTMENT OF EARLY CHILDHOOD EDUCATION (FLORINA)

4.1 Establishment and mission

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 mission of the Department of Early Childhood Education is to:

- cultivate and promote Education 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,

- award a degree, which gives holders the opportunity to be appointed as teachers in kindergartens.

5.   A GLANCE TO ECTS

The European Community promotes study abroad as means of improving the quality of academic co-operation bringing benefits to students and higher education institutions. Studying abroad can be a particularly valuable experience. It is not only the best way to learn about other countries, ideas, languages and cultures; increasingly, it is an important part of professional and academic career development.

Students envisaging a study abroad will be looking for: study programmes which are relevant to their final degree of full academic recognition, which ensures that they will not lose time in completing their degree by studying abroad.

Planning the programme of studying abroad

Students who wish to study abroad contact their home departmental co-ordinator and study the information packages/course catalogues of other institutions to choose their destination and plan their programme of study abroad. This helps the students to select courses which are appropriate in their content and academic level, for recognition by the home institution as part of the student's final degree. With the use of the ECTS credits, study programmes are better organised in terms of students' workload.

Ensuring full academic recognition

An ECTS study programme must be approved by both home and host institutions before the student leaves for the study period abroad. If the programme of study described in the learning agreement is successfully completed by the student, it is fully recognised by the home institution. This means that the volume of study abroad, measured in terms of numbers of ECTS credits achieved, will replace an equivalent volume of study and assessment which would otherwise have been undertaken at the home institution.

How are ECTS credits transferred?

Institutions prepare and exchange transcripts of records for each student participating in Erasmus with implementation of ECTS. A copy of the transcript is given to the incoming student and its original is sent to the home institution after the period of study abroad.

Further studies abroad

As indicated, an ECTS student might wish to stay at the host institution -perhaps to get a degree or to move to a third institution. This is possible provided that the institutions involved agree and that the student accepts the conditions to be fulfilled to get a diploma or to transfer registration. By providing a history of the students' academic achievements, the transcript of records is a particularly useful means of helping institutions to make these decisions further opening up Europe to student mobility. Higher education institutions are encouraged to introduce ECTS within the framework of their institutional contract with the Commission.

To conclude:

ECTS provides transparency through the following means:

a)   the information package/course catalogue which supplies written information to students and staff on institution, departments/faculties, the organisation and structure of the study programme.

b)   ECTS credits which are numerical values allocated to course units to describe the student work load required to complete them.

c)   the learning agreement covering the programme of study to be taken and the ECTS credits to be awarded for their satisfactory completion, committing both home and host institutions, as well as student and

d)   the transcript of records which shows students' learning achievements in a way which is comprehensive, commonly understood and easily transferable from one institution to another.

6. ERASMUS COURSES LIST 2022-2023

Further information about the contents of each course can be found in the analytic English Students' Guide of the department.

Note that: Instructors should be contacted for guidance considering the syllabus, the teaching process and the assessment of the courses offered.

6.1. List of courses offered to ERASMUS students for the academic year 2021 – 2022

1st Semester

Course code and title	Type of course[1]	Instructor	ECTS
0210C. History of Education	C	Georgios Tzartzas	4
0733C. Modern Pedagogy & Education Sciences	C	Vassiliki Pliogou	4
1601C. Concepts of Natural Sciences and their representations (I)	C	Angelos Sofianidis	4
1809C. Music Pedagogy	C	Temporary Teaching Staff	4

2nd semester

Course code and title	Type of course	Instructor	ECTS
0701C. Pre-school Pedagogy	C	Christina Sidiropoulou	4
0302C. Philosophy of Education	C	Georgios Tzartzas	4
1701C. Art Workshops	C	Nikolaos Tamoutselis	4
0716O. Education policy and gender	O	Evaggelia Kalerante	4

---

[1] C stand for Compulsory Courses and O stand for Optional Courses. This distinction does not imply for ERASMUS+ students.

3rd semester

Course code and title	Type of course	Instructor	ECTS
0401C. Cognitive Psychology	C	Georgia Stephanou	4
0209O. Humanistic Knowledge in Postmodernity	O	Georgios Tzartzas	4
0729O.Childhood and Children's Rights: Pedagogical Approaches	O	Vassiliki Pliogou (in the current year the course will not be taught)	4
0730O. School space: The classroom in natural environment, the nature world in school	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	O	Temporary Teaching Staff	4
1612O.The experiment in the teaching of Natural Sciences	O	Angelos Sofianidis	4
1312O. Principles of Informatics	O	Temporary Teaching Staff	4
1606O. Teaching Biology Concepts – Laboratories and Workshops	O	Penelope Papadopoulou	4

4th semester

Course code and title	Type of course	Instructor	ECTS
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	Stamatios Gargalianos	4
1612O.The experiment in the teaching of Natural Sciences	O	Angelos Sofianidis	4
0207O. Historical Pedagogical Anthropology	O	Georgios Tzartzas	4
0404O. Educational Psychology & Elements of Developmental Psychology	O	Georgia Stephanou	4
1308O. Globalization: Teaching and Learning	O	Temporary Teaching Staff	4
1310O. Artful Thinking and Accessibility	O	Temporary Teaching Staff	4

5th semester

Course code and title	Type of course	Instructor	ECTS
0912C. Sociolinguistics	C	Maria Georgalou	4
2209CO. Didactics of Visual Arts	C	Nikolaos Tamoutselis	5
0728O. Education and Modern Families	O	Vassiliki Pliogou	4
0731O. Curriculum and sustainable development in Early Childhood and Primary Education	O	Temporary Teaching Staff	4
0905O. Introduction to Sociolinguistics	O	Maria Georgalou	4
1309O. Thinking through the content of teaching	O	Temporary Teaching Staff	4
1904O. Theater plays Organization	O	Stamatios Gargalianos	4
2222O. Collaborative and multimodal learning approaches	O	Christina Sidiropoulou	4
Π18 Students' Practicum (Expanded)	O	Efthalia Konstantinidou	4

6th semester

Course code and title	Type of course	Instructor	ECTS
0402C. Introduction to Social Psychology	C	Efthalia Konstantinidou (in the current year the course will not be taught)	4
0606C. Psychology of People with Special Educational Needs	C	Temporary Teaching Staff	4
2202CO. Teaching methodology in social and political education-HRE designs	C	Vassiliki Pliogou	5
2216CO. Didactics of Informatics and ICT	C	Tharrenos Bratitsis	5
2218CO. Designing Learning Activities for Teaching Early Mathematical Concepts	C	Temporary Teaching Staff	5
0403O. Psychology of Motivation	O	Georgia Stephanou	4
0732O. Sustainable development and active citizenship in education	O	Temporary Teaching Staff	4
0919O. Digital Literacies in Early Childhood	O	Maria Georgalou	4
1308O. Globalization: Teaching and Learning	O	Temporary Teaching Staff	4
1310O. Artful Thinking and Accessibility	O	Temporary Teaching Staff	4
1908O. Theater Game	O	Stamatios Gargalianos	4
2224CO– Science Teaching and Learning	O	Angelos Sofianidis	4
0516O. Lifelong Learning and Society: Institutions, Systems and Policies	O	Evaggelia Kalerante	4
Π18 Students' Practicum (Expanded)	O	Efthalia Konstantinidou	4

7th semester

Course code and title	Type of course	Instructor	ECTS
1313C. Robotics and STEAM training	C	Temporary Teaching Staff (in the current year the course will not be taught)	4
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	Maria Georgalou	4
1307O. Advanced teaching techniques through technology	O	Tharrenos Bratitsis	4
1314O. Robotics and STEAM training	O	Tharrenos Bratitsis	4
1704O. Converting Art Materials	O	Nikolaos Tamoutselis	4
1905O. Dramatization	O	Stamatios Gargalianos	4

8th semester

Course code and title	Type of course	Instructor	ECTS
0208O. Discipline and Education	O	Georgios Tzartzas	4
0406O. The study of education in Social Psychology	O	Efthalia Konstantinidou	4
0921O. Internet Language	O	Maria Georgalou	4
1010O. Creative Writing and Education	O	Triantafyllos Kotopoulos	4
1304O. Development of Educational Software	O	Temporary Teaching Staff	4
1607O. Health Education	O	Penelope Papadopoulou	4
1705O. Arts and Crafts	O	Nikolaos Tamoutselis	4

6.2 Teaching staff e-mail list:

Bratitsis, Tharrenos bratitsis@uowm.gr

Gargalianos, Stamatios sgargalianos@uowm.gr

Georgalou, Maria mgeogalou@uowm.gr

Konstantinidou, Efthalia ekonstantinidou@uowm.gr

Kotopoulos, Triantafyllos tkotopou@uowm.gr

Papadopoulou, Penelope ppapadopoulou@uowm.gr

Pliogou, Vassiliki vpliogou@uowm.gr

Sidiropoulou, Christina chsidiripoulou@uowm.gr

Sofianidis, Angelos asofianidis@uowm.gr

Stephanou, Georgia gstephanou@uowm.gr

Tamoutselis, Nikolaos ntamoutselis@uowm.gr

Tzartzas, Georgios gtzartzas@uowm.gr

6.3 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 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, 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

14

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 kulturelleIdentität 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

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 <u>will be able to:</u>

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).

1601C - Concepts of Natural Sciences and their representations (I)

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	1601C	**SEMESTER**	1st
COURSE TITLE	Concepts of Natural Sciences and their representations (I)		

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS-ECTS
	3	4

TYPE OF COURSE	Obligatory, Scientific Field, Core course
PREREQUISITES	None
LANGUAGE OF LECTURES AND EXAMINATION	Greek
COURSE OFFERED TO STUDENTS ERASMUS	Yes (in English)
COURSE WEBSITE (URL)	https://eclass.uowm.gr/courses/NURED462/

LEARNING OUTCOMES

Level 6 (1st Cycle)

After successful completion of the course, students <u>will be able to:</u>
1) Describe, predict and interpret physical phenomena using the related notions, ideas and concepts,

2) Recall kindergarten students' and children's alternative conception

3) Recognize the steps of an inquiry-based science activity and understand the goal of its one,

4) Design simple activities in order to handle students' alternative conceptions and/or introduce concepts of natural sciences using simple phenomena

in the following areas:
- Structure of Matter (States of Matter, characteristics, and changes of state)

- Pressure in solids, gases and liquids,

- Floating and sinking

- Atomic model, sub-atomic particles, Chemical compounds, and mixtures

- Temperature, Heat, and related phenomena.

General skills
- Searching, analysis and interpretation of data and information - Collaboration and teamwork - Working and study autonomously - Critical thinking - Scientific skills

COURSE CONTENTS

Concepts and ideas of Natural Sciences are introduced to students in order to be able to predict, describe and interpret simple physical phenomena. At the same time, students are informed on university students', kindergarten teachers', and infants' alternative conceptions (AC) and how they can handle them. The course's ideas and phenomena are related to: Structure of Matter, Pressure in solids, gases, and liquids, Floating and sinking, Atomic model, sub-atomic particles, Chemical compounds and mixtures, Temperature, Heat, and related phenomena.
Structure: 1) Why are we teach Science in kindergarten? – Description of the course 2) States of Matter, characteristics, basic physical units and mixtures 3) Students' AC and their characteristics, conceptual change 4) AC Investigation, Questions handling 5) Students' AC on States of Matter, Mass, Volume, Mixtures, Air, Recommended activities 6) The concept of Pressure, Hydrostatic pressure, Atmospheric Pressure 7) Buoyancy, Floating and sinking and how it is connected to Density 8) Students' AC on Pressure, Hydrostatic pressure, Atmospheric Pressure, Floating and sinking, Recommended activities 9) Temperature, Heat, changes of state, and other related phenomena 10) Students' AC on Temperature, Heat, changes of state, and related phenomena, Recommended activities 11) Atomic model, sub-atomic particles and related phenomena, Students' AC 12) Oscillations, Waves, Sound and students' AC on Sound, Recommended activities 13) Reflection on the course and discussion on the exams.

TEACHING and LEARNING METHODS - EVALUATION

LECTURE METHOD	Class
USE OF INFORMATION AND	- PowerPoint presentation during the lesson

COMMUNICATION TECHNOLOGIES	- Synchronous online quizzes during the lesson
	
	- E-class platform which includes the following:
	
	   - Doodle video with a summary of the lesson
	
	   - Lesson Presentations in Pdf and Show mode
	
	   - Augmented Reality applications
	
	   - Group assignments every week (online submission and feedback)
	
	   - Forums for questions on topics or ideas of the lesson
	
	   - Formative assessment
	
	Students communicate personally with the instructor by email and not personally via the platform's forums.

TEACHING ORGANIZATION	*Activity*	*Semester Work Load (hours)*
	Lectures	39
	Personal Research and study	21
	Online research	10
	Preparing for individual and group assignments	10
	Preparing for exams	20
	Total Course	**100**

STUDENT EVALUATION	**Evaluation language**: Greek (English for Erasmus Students)
	Assessment methods (weight %):
	1. Final exams (70%)
	2. Group assignments (15%)
	3. Formative assessment (15%)
	Evaluation criteria (weight %):
	  1. Subject matter knowledge (50%)
	
	  2. Didactic of Physics and students' alternative conceptions (50%)
	
	and

	1. Remember and Understand (35%)
	2. Apply (40%)
	3. Problem Solving (Analyze, Evaluate, Create) (25%)

RECOMMENDED BIBLIOGRAPHY

- Driver, R., Rushworth, P., Squires, A., & Wood-Robinson, V. (Eds.). (2005). Making sense of secondary Science: Research into children's ideas. Routledge. (in Greek:

- Hewitt, Paul G. (2002) Conceptual physics. Pearson Education,

- Kariotoglou, P. (2006) Pedagogical Content Knowledge in Natural Sciences: Three case studies. Thessaloniki, Grafima

- Kallery, M. (2016) Concepts and phenomena of nature for kids. Thessaloniki. Ostracon Publishing p.c.

- Ravanis, K, (2005) Natural Sciences in early-years education. Athens. Typothito/Dardanos

- **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)

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 zur Differenzpädagogischer Traditionen 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 <u>will be able to:</u>
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	Videos, e-class discussions

COMMUNICATION TECHNOLOGIES		
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

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

OPTIONAL COURSES

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	

34

	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

3rd SEMESTER

COMPULSORY COURSES

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

TEACHING ORGANIZATION	Activity	Semester Work Load (hours)
	Lectures	25
	Interactive activities	15
	Team assignment: Writing and presentation	20
	Case study	15
	Personal/individual study	25
	Total Course	**100**

STUDENT EVALUATION	**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.

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

OPTIONAL COURSES

02090 - Humanistic Knowledge in Postmodernity

GENERAL

FACULTY	Humanities and Social Sciences
DEPARTMENT	Early Childhood Education
LEVEL OF STUDY	Undergraduate – 1st Cycle

COURSE CODE	02090	**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 Προοπτικές 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.

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 <u>will be able to:</u>
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 PhillipAriésκαι 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 (ΟΜΕΡ), 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:ΊδρυμαγιατοΠαιδίκαιτηνΟικογένεια. 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 <u>will be able to:</u>
-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/

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 <u>will be able to:</u>
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	ICT is used both in teaching and in communicating with students.

TECHNOLOGIES		
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	**16060**	**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 <u>will be able to:</u>
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 21st[ου] 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

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	<table><tr><td>**Activity**</td><td>**Semester Work Load (hours)**</td></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>
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

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 <u>will be able to:</u>
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
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of presentation software Support of learning process through UoWM electronic platform (e-class)

TEACHING ORGANIZATION	Activity	Semester Work Load (hours)
	Lectures	39
	Field work - Study visits	10
	Preparation for educational activities, field activities, and visits,	11
	Preparation for in class works	10
	Preparation for the final assessment	30
	Total Course	**100**

STUDENT EVALUATION	**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)

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

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)

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 (2000⁹). 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 Προοπτικές 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	04040	**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

(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 <u>will be able to:</u>
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 <u>will be able to:</u>
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

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 <u>will be able to:</u>
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 21st 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	<table><tr><td>*Activity*</td><td>*Semester Work Load (hours)*</td></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>
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

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

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
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	39
	Tutorial Lessons – exercises	21
	Individual research and study (finding relative literature, research on the Internet)	25
	Preparation for individual and group exercises	15
	Preparation for the exams	25
	Total Course	**125**

STUDENT EVALUATION	**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):

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).

OPTIONAL COURSES

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.) 07310 – 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	07310	**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, I. (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

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.) 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)

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

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

LECTURE METHOD	In scheduled meetings at the P.T. 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.

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 <u>will be able to:</u>
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 <u>will be able to:</u>
- 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

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	40
	Bibliography study - study for examinations	30
	Preparation (individual and group work, design meetings, presentations)	30
	Thesis writing	25
	Total Course	**125**

STUDENT EVALUATION	**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. 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

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

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	Presentation during classes, Shared Documents via eclass. Emails

	Activity	Semester Work Load (hours)
TECHNOLOGIES		
TEACHING ORGANIZATION	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

0516O – 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	**0516O**	**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 <u>will be able to:</u>
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**:

(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 <u>will be able to:</u>
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

0919O – Digital Literacies in Early Childhood
GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	0919O	**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.) 13080 – Globalization: Teaching and Learning

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**13080**	**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 <u>will be able to:</u>
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	Presentation Software, Shared Documents, Padlet

TECHNOLOGIES	

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.) 13100 – Artful Thinking and Accessibility

GENERAL

FACULTY	Humanities and Social Sciences				
DEPARTMENT	Early Childhood Education				
LEVEL OF STUDY	Undergraduate – 1st Cycle				
COURSE CODE	**13100**		**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 <u>will be able to:</u>

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

1908O - 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**	6th

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 <u>will be able to:</u>

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

Π18O – Students' Practicum-Practical Training (Extended)

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	Π18O	**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

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.
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 perform a research.	

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

0408O – 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	0408O	**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 <u>will be able to:</u>
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

09200 – Discourse Analysis

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**09200**	**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	*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 (70% or 100%) • Individual/group project (30%; optional)

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		

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

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)

1905O – 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

OPTIONAL COURSES

0208O – Discipline and Education
GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	0208O	**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	Yes

COMMUNICATION TECHNOLOGIES		
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, 3[d] 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.

  o (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.

  o (1989) Über den Prozeß der Zivilisation. Soziogenetische und psychogenetische Untersuchungen. Bde 2. Frankfurt/M.

  o (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, E. (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

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

- 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

0921O – Internet Language

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**09210**	**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	**1010O**	**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
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	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

TEACHING ORGANIZATION	Activity	Semester Work Load (hours)
	Workshop -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**: 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%)

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.) 13040 – Development of Educational Software

GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**13040**	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

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		

		WEEKLY TEACHING HOURS	CREDITS-ECTS
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

17050 – Arts and Crafts
GENERAL

FACULTY	Humanities and Social Sciences		
DEPARTMENT	Early Childhood Education		
LEVEL OF STUDY	Undergraduate – 1st Cycle		
COURSE CODE	**17050**	**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)

7. GENERAL INFORMATION FOR STUDENTS

7.1 Living in the city of Florina

Florina is situated on the frontiers with the Republic of Albania and the Republic of Northern Macedonia. Its population is approximately 12.000 people. A visitor to Florina would by all means be rewarded for the long and at some places uphill, lonely trip, he or she took, merely by the fact that he reached the country with the greatest number of lakes: the Siamese Prespes, Vegoritis (lake of Ostrovo), Petres, Zazari and Himaditis, not to mention some small and hidden ones.

A stroll on the banks of Sakoulevas river with the numerous ateliers and artists of Florina among Macedonian and neo-classical houses, is indicative of the life-style in Florina during both the past and the present time. The riverside area has exclusively been the historical, commercial and social centre of the town. The neo-classical and the Macedonian style buildings have formed a traditional, absolutely harmonious setting. That stroll could take the visitor to the east of the town, to the exceptionally composed Archaeological Museum, (Prehistoric, Hellenistic and Byzantine era), standing next to the railroad station.

Florina is the town of painters and sculptors. Other museums are: Museum of Modern Art, Folklore Museum, Floriniotes Painters' Art gallery and "Aristotelis" Art Gallery.

One should visit Florina in all four seasons in order to appreciate its natural beauty. Apart from Prespes lake which is a national park, created to protect rare bird species, one should also visit the near by villages Agios Germanos and Psarades for their old churches and rock paintings respectively, Agios Achillios, a very small island of extreme beauty and archaeological significance, Vigla - Pissoderi for its beauty and skiing centre, "Arktouros", the centre for the protection of bears in the region of Amynteon, Agios Panteleimon which lies in the banks of Lake Vegoritis and so many other traditional villages.

7.2 Cost of Living

The amount of 400-600 euros is needed approximately for every student per month.

7.3 Accommodation

Once we have received the student's application form, the student will receive a letter or fax from the International Office informing him/her of the possible housing that has been reserved for him/her (at least a month before arrival). It is necessary to indicate the arrival date on the application form since the lodging will only be available on the mentioned date. Any change in the arrival date should therefore be communicated one week in advance.

A.   University Dormitory

There are two possibilities:

a)   To obtain a place at free student housing for either Fall or Spring Term. You should complete and send the accommodation form until end of May of the previous year. This is because there are limited places at the University Dormitory and home students who study full-time usually have priority in taking these free places.

b)   To obtain a place at the University Erasmus "house". This is a small house situated in

the campus, with two rooms, a kitchen and a bathroom, furnished, with bed linen. The monthly cost for this is 50 euros per month. This symbolic rent includes bills and heating.

B.   Hotel rooms

Special prices are guaranteed for Erasmus+ students in the following prices:

1.   Lingos hotel: single room around 30 euros, double room 50 euros (breakfast included)

2.   Filippeion hotel: single around room 30 euros, double room 50 euros (breakfast included)

3.   Filareti hotel: single room around 20 euros, double room 35 euros (breakfast included)

4.   Hellinis hotel: single room around 25 euros, double room 35 euros (breakfast included)

The hotels provide the students with blankets and bed linen and they are the best and possibly the only solution (for the time being) for students visiting for a time period shorter than a full academic year or a semester. Students will have access to the student refectory twice daily free of charge and this will probably compensate the cost of living in a hotel.

C.   *Shared Flats*

There are private flats, rented by the owners directly to the students. Flats rented by separate rooms are uncommon, therefore, the rent must be paid in total to the owner (approximately 250 euros per month). The electricity, water and telephone expenses are not included in the rent and will have to be paid separately to the owner. The flats are not fully furnished or not at all furnished. This might be a solution for students staying for a whole academic year or at least for six months. Our Department provides advice on privately rented property available.

D.   Students with dependents

The majority of property available to accommodation services is for single people only. Students seeking accommodation for dependents, such as spouse and children, should ensure that this is mentioned in detail in the accommodation form. Do not attempt to bring dependents to Florina without first securing accommodation. Due to the limited availability of family accommodation, this process may prove time consuming and very difficult.

E.   Students with special needs

Students with special needs are required to submit details of any information which may affect the type of accommodation suited to their particular needs together with the application for help in finding accommodation.

Deadlines for submitting the accommodation forms are:

for Fall and Spring semester: 30th May of previous year. The accommodation forms should be addressed to:

Erasmus+ Institutional Coordinator

Mrs Aikaterini Blanta
Head of Erasmus Office
University of Western Macedonia
Kila, Kila Kozani
GR- 50100-KOZANI
GREECE
erasmus@uowm.gr
+30- 24610-68065

7.4 Meals

Erasmus students can take advantage of their status as home students, including breakfast and free meals twice daily, including weekends at the dining hall of the university. Alternatively, Florina has many cafeterias and restaurants, where students may have snacks (approximately 3 euros) or lunches/dinners, if they wish, in reasonable prices (approximately 6-10 euros).

7.5 Medical Facilities

All students who participate in any of the European Educational Programmes are provided with the European card of Health Insurance which covers (free of charge), outpatient care, in patient hospitalization and medication. An ID Health Insurance card is provided, similar to the home students, effective for the entire period of their attendance in the University.

7.6 Facilities for special needs students

Unfortunately, there is no availability for special needs students in our university so far but we are working on this direction.

7.7 Student affairs office

Responsible for students' affairs in the Department of Early Childhood Education is the Professor Stamatis Gargalianos,

tel. + 30 23850 55119, e-mail: sgargalianos@uowm.gr

7.8 Study facilities

The School of Education is situated in newly established and renovated buildings, where the former Pedagogic Academy used to be located (1984-1989). The University campus is situated three kilometers outside the city of Florina on the national road Florina-Niki-borders.

The School's facilities include:
- Two lecture theatres (A and B) for 300 and 150 persons respectively
- 21 teaching rooms
- Laboratory of Physics and Chemistry
- Laboratory of Computing
- Laboratory of Book and Library Studies (Bibliologeion)
- Laboratory for the Study of Language and Language Teaching Programmes
- Plastic Arts Laboratory
- Music Laboratory
- Gymnasium
- School Textbooks Library
- Library
- Archive of the Pedagogic Academy
- Reading room

Florina Faculty's library is situated at the faculty's buildings and operates since 1990. The library's infrastructure is continuously increasing in both Greek and international bibliography. There is free internet access to both libraries and data bases for all students. There is also an on- line subscription to international journals in progress.

7.9 Practical information for mobile students-Getting There

By train or bus

Florina is Located about two hours long from Macedonia airport (Thessaloniki).

There is a bus line (78) connecting Macedonia airport with train and bus station (down town Thessaloniki) where you can get a correspondence train or bus to Florina.

The train schedule can be found on https://tickets.trainose.gr/dromologia

The bus schedule can be found on http://www.ktelflorinas.gr/πληροφορίες/δρομολόγια

By car

There are two ways to travel from Thessaloniki to Florina. The first is via the old Thessaloniki - Edessa – Bitola National Road (170 Km). From Thessaloniki centre ('Dimokratias Square' or 'Vardaris') take the west direction (to Edessa), follow the signs to 'Edessa' and then to 'Florina'. The second way is via Kozani and the new Egnatia road (200 Km). From the Port take the south/south-west direction to 'Katerini'. After the 'Malgara' tools turn right following the signs to 'Veria' and 'Kozani'. Just before 'Kozani' turn right following the signs to 'Florina'.

Climate conditions about the weather in Florina can be obtained on www.meteo.gr

7.10 Language courses

The only current possibility for Erasmus+ students who wish to prepare themselves in the Modern Greek language is the *Modern Greek Language School of the Aristotle University of Thessaloniki.* This School offers intensive modern Greek language courses, which take place from September 15th to October 15th and from the beginning of February until the beginning of March. In the above mentioned monthly programmes, apart from Greek language, students are taught elements of Greek culture. There are three levels (beginners, intermediate and advanced), each lasting for four teaching hours per day, five days per week. At the end of the course, a certificate of course attendance is issued. Moreover, Erasmus students have the opportunity, if they wish, to take part in the winter and spring programmes of the Modern Greek Language School.

(For further information contact School of Modern Greek language, AUTH, 54006 Thessaloniki, tel: +30 231 0 997571 and +30 231 0 997572, fax: +30 231 0 997573)

7.11 Sports Facilities

Gymnasium, football team and basketball team.

7.12 Student associations

The Department of Early Childhood Education has its own student union, producing periodically a student journal and organizing various cultural and social events throughout the year. Elected members of the student union participate in the General Assembly, voting for different departmental issues.