



*UNIVERSITY OF IOANNINA*  
*SCHOOL OF EDUCATIONAL SCIENCES*

*DEPARTMENT OF EARLY CHILDHOOD*  
*EDUCATION*

***STUDY GUIDE***  
***2013-2014***

*The **English version** of a considerable part of the **Study Guide 2013-2014** of the Department of Early Childhood Education at the University of Ioannina was produced by Evanthia Petropoulou, a Special Research and Teaching Staff member of the Department.*

## I. GENERAL BACKGROUND OF THE PEDAGOGICAL DEPARTMENT OF EARLY CHILDHOOD EDUCATION

The first University Pedagogical Departments were established according to the Law 1268/82, paragraph 46, at the Universities of Athens, Thessaloniki, Patras, Ioannina, Thrace and Crete. However, the organization and the beginning of their operation were gradually implemented, beginning from the academic year 1984-85. The Pedagogical Department of Early Childhood Education began its operation in the academic year 1987-88 and the first students graduated in 1991.

The organization and operation of Pedagogical Departments is in accordance to the Presidential Decree 320/83 and the Law 1268/82.

According to article 1, Paragraph 2 of the Law 1268/82 the mission of the Pedagogical Departments is:

- a. To cultivate and promote the Pedagogical Sciences through academic and applied teaching and research.
- b. To provide their graduates with the necessary qualification that will ensure an integral background for their scientific and professional career.
- c. To contribute to the enhancement of the level and the supply of the increasing demands of Education in relation to Pedagogy.
- d. To contribute to the treatment and the resolution of pedagogical problems in general (article 2 of P.D. 320/83).

Since 4/11/1993 the Pedagogical Department of Early Childhood Education at the University of Ioannina has become autonomous.

Heads of the Department since its establishment have been the following:

1. Vasileios Kyrkos for the academic year 1987-88.
2. Dionysios Metaxas, 5/1988 - 9/1988.
3. Georgios Ploumidis, 88-89, 89-90, 90-91 till 1/92.
4. Panagiotis Noutsos, from 20/1/1992 till 6/9/1994.
5. Apostolos Papaioannou, from 6/9/1994 till 31/8/1998.
6. Christos Tzoulis, from 1/9/1999 till 31/8/2001.
7. Apostolos Papaioannou, from 1/9/2001 till 31/8/2003.
8. Spyridon Pantazis, from 1/9/2003 till 31/8/2007.
9. Maria Kaldrymidou, from 1/9/2007 till 31/8/2011.
10. Vasilis Koutras, from 1/9/2011 till 31/8/2013.
11. Maria Sakellariou, from 1/9/2013.

In academic year 1996-97, the School of Educational Sciences was established at the University of Ioannina, which consists of the Pedagogical Department of Early Childhood Education and the Pedagogical Department of Primary Education.

### 1. DEPARTMENTAL BODIES

The basic operational academic unit is the Department, which covers the subject of knowledge of a particular science, issues a uniform degree and may offer different directions or specializations. The departments that correspond to related sciences comprise a School. The Pedagogical Department of Early Childhood Education operates as an autonomous department in the context of the School of Educational Sciences.

The administrative bodies of the Pedagogical Department of Early Childhood Education, according to the law 1268/82, are: the General Assembly (G.A.) and the Head with the Deputy Head (the position of the Deputy Head has been legislated acc. to I. 1566/85). The Deputy Head replaces the Head in case of absence or inability.

The General Assembly consists of all the Academic Staff members of all grades (namely Professors, Associate Professors, Assistant Professors and Lecturers), student representatives, the participation of which must be 50% of the Academic Staff members and representatives of the Special Postgraduate Scholars in a percentage of 15% of the Academic Staff members.

The General Assembly exercises the powers foreseen by the Law 2083/92, article 4. In general terms it makes decisions about issues, such as the study program and the study regulations, the teaching appointments, the books, the distribution of finances, the advertising of new positions of Academic Staff members and any other issue concerning the Department.

Because there is no Administrative Board, due to the absence of different sectors in the Department of Early Childhood Education, all its powers are transferred to the General Assembly.

The Head of the Department convenes the General Assembly, prepares the daily schedule and presides over its meetings. He/she brings his/her proposition to the General Assembly concerning various issues within his/her power, keeps a record of scientific activity for every Academic Staff member, attends to the implementation of the decisions taken by the G.A., forms committees for the study and dispatch of certain issues, directs the Departmental services and is responsible for the execution of the decisions taken by the G.A.

The highest collective body of the University is the Senate.

The Senate consists of the Rector, the Vice-Rectors, the Deans of Schools, the Heads of the Departments, a students' representative from each Department, two representatives of postgraduate students and Special Postgraduate Scholars (S.P.S.), a representative of the assistant scientific associates, a representative of the Special Educational Staff (SES), a representative of the Special Scientific and Teaching Staff (S.S.T.S), a representative of the administrative staff and six representatives of the associate professors, assistant professors and lecturers from the Departments, the grade and the rank determined by the Rector's Act number 11235/26-5-93.

The Senate's sessions are attended by the Head of Secretariat of our University without deliberative voice.

### 3. SECTORS

The small number of ACADEMIC STAFF members at the Department of Early Childhood Education does not permit the department's division into different sectors.

### 4. DEPARTMENT STAFF

Composition of the General Assembly of the Department

#### Academic Staff Members

##### **Professors**

	<b>Tel.No.</b>	<b>E-mail</b>
1. Apostolopoulos Charalambos	05772	<a href="mailto:chaposto@cc.uoi.gr">chaposto@cc.uoi.gr</a>
2. Kaldrymidou Maria	05773	<a href="mailto:mkaldrim@cc.uoi.gr">mkaldrim@cc.uoi.gr</a>
3. Koutras Vasilis	05776	<a href="mailto:vkoutras@cc.uoi.gr">vkoutras@cc.uoi.gr</a>
4. Ladogianni Georgia		<a href="mailto:gladogia@cc.uoi.gr">gladogia@cc.uoi.gr</a>
5. Pagge Jenny	05778	<a href="mailto:jpagge@cc.uoi.gr">jpagge@cc.uoi.gr</a>

##### **Associate Professors**

1. Plakitsi Katerina	05771	<a href="mailto:kplakits@cc.uoi.gr">kplakits@cc.uoi.gr</a>
2. Sakellariou Maria	05700	<a href="mailto:marisak@uoi.gr">marisak@uoi.gr</a>
3. Triantou Ifigenia	05734	<a href="mailto:itrianti@cc.uoi.gr">itrianti@cc.uoi.gr</a>

##### **Assistant Professors**

1. Vamvakousi Xenia		<a href="mailto:xvamvak@cc.uoi.gr">xvamvak@cc.uoi.gr</a>
2. Giotso Artemis	05767	<a href="mailto:agiotsa@uoi.gr">agiotsa@uoi.gr</a>
3. Zaragas Charilaos	04301	<a href="mailto:hzaragas@cc.uoi.gr">hzaragas@cc.uoi.gr</a>
4. Thanos Theodoros	05661	<a href="mailto:ththanos@cc.uoi.gr">ththanos@cc.uoi.gr</a>
5. Karamitrou Ekaterini	05718	<a href="mailto:akaramit@cc.uoi.gr">akaramit@cc.uoi.gr</a>
6. Bakas Thomas	05769	<a href="mailto:thbakas@cc.uoi.gr">thbakas@cc.uoi.gr</a>
7. Papantoniou Georgia	05889	<a href="mailto:gpapanto@uoi.gr">gpapanto@uoi.gr</a>
8. Raptis Theodoros	05735	<a href="mailto:chraptis@cc.uoi.gr">chraptis@cc.uoi.gr</a>
9. Spanaki Mariana	05724	<a href="mailto:mspanaki@cc.uoi.gr">mspanaki@cc.uoi.gr</a>
10. Stergiou Leda	05898	<a href="mailto:lstergiu@cc.uoi.gr">lstergiu@cc.uoi.gr</a>
11. Tsitsanoudi-Malidi Nikoletta	05722	<a href="mailto:nitsi@cc.uoi.gr">nitsi@cc.uoi.gr</a>

##### **Lecturers**

1. Sarris Dimitrios	05758	<a href="mailto:dsarris@cc.uoi.gr">dsarris@cc.uoi.gr</a>
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Head of the Department:

Sakellariou Maria

	<u>Special Research and Teaching Staff</u>	<b>Tel.No.</b>	<b>E-mail</b>
1	Ntinou Magda	05894	<a href="mailto:mdinou@cc.uoi.gr">mdinou@cc.uoi.gr</a>
2	Petropoulou Vanessa	05874	<a href="mailto:evapetro@cc.uoi.gr">evapetro@cc.uoi.gr</a>

	<u>Special Technical and Research Staff</u>	<b>Tel.No.</b>	<b>E-mail</b>
1.	Boukouvala Paraskevi	05779	<a href="mailto:vboukouv@cc.uoi.gr">vboukouv@cc.uoi.gr</a>
2.	Saplaoura-Pappa Maria	05720	<a href="mailto:msaplaou@cc.uoi.gr">msaplaou@cc.uoi.gr</a>
3.	Pyrkati Efrosyni Laboratory of Psychology	05721	<a href="mailto:epyrkati@cc.uoi.gr">epyrkati@cc.uoi.gr</a>
4.	Katsadima Effie	05794	<a href="mailto:ekatsadi@cc.uoi.gr">ekatsadi@cc.uoi.gr</a>

#### Administrative Staff – Secretariat

	<u>Secretariat Staff</u>	<b>Tel.No</b>	<b>Fax</b>	<b>E-mail</b>
	Secretary: Kourgias Konstantinos	07189	07020	<a href="mailto:gramptn@cc.uoi.gr">gramptn@cc.uoi.gr</a>
	Staff: 1. Koltsida Maria	09069		<a href="mailto:mkoltsida@cc.uoi.g">mkoltsida@cc.uoi.g</a>
	2. Athanasopoulou Evangelia	07188		<a href="mailto:evathana@cc.uoi.g">evathana@cc.uoi.g</a>

## 5. DEPARTMENT ACTIVITIES

### 5.1 Department Committees

- 1. *Student matters committee***  
Bakas Thomas  
Thanos Theodoros  
Zaragas Charilaos  
Raptis Theocharis  
Students' Representative
- 2. *Study program, study guide and timetable Committee***  
Koutras Vasilis  
Ladogianni Georgia  
Plakitsi Katerina  
Sakellariou Maria  
Spanaki Mariana  
Stergiou Leda  
Giotsa Artemis  
Vamvakousi Xenia  
Zaragas Charilaos  
Raptis Theocharis  
Students' Representative
- 3. *Foreign Languages committee (French – English– German)***  
Kaldrymidou Maria, Giotsa Artemis, Sarris Dimitris (French)  
Page Jenny, Karamitrou Ekaterini, Tistsanoudi-Malidi Nikoleta (English)  
Apostolopoulos Charalambos, Raptis Theocharis (German)
- 4. *Departmental Equipment Committee***  
Vamvakousi Xenia  
Thanos Theodoros  
Koutras Vasilis
- 5. *Scientific Books Committee***

Koutras Vasilis  
Thanos Theodoros  
Karamitrou Ekaterini  
Stergiou Leda  
Triantou Ifigenia  
Tsitsanoudi-Malidi Nikoletta

6. ***Yearbook Scientific and Editing Committee (2013-2014)***  
Head: Sakellariou Maria, Assist. Prof., Head of the Department  
Members: Giotsa Artemis, Assoc.Prof., Karamitrou Ekaterini, Assoc.Prof., Papantoniou Georgia, Assoc.Prof., Pagge Jenny, Professor, Plakitsi Katerina, Assist.Prof., Spanaki Mariana, Assoc.Prof., Triantou Ifigenia, Assist.Prof., Sarris Dimitrios, Lect., Tsitsanoudi-Malidi Nikoletta, Assoc.Prof.  
Publisher: Department of Early Childhood Education, University of Ioannina.  
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Yearbook Edition Coordinator: Spanaki Mariana  
Website: <http://www.uoi.gr/schools/early-childhood/epetirida.htm>
7. ***Finances – Budget – Cadastral – Material Destruction Committee***  
Thanos Theodoros  
Raptis Theocharis  
Sakellariou Maria
8. ***Postgraduate Studies and Doctoral Theses Committee***  
Apostolopoulos Charalambos  
Vamvakousi Xenia  
Zaragas Charilaos  
Ladogianni Georgia  
Papantoniou Georgia  
Sakellariou Maria  
Sarris Dimitrios  
Spanaki Mariana  
Triantou Ifigenia  
Tsitsanoudi-Malidi Nikoletta
9. ***Spaces Committee***  
Bakas Thomas  
Triantou Ifigenia  
Tsitsanoudi –Malidi Nikoletta  
Coordinator: Bakas Thomas
10. ***Department Internal Evaluation Committee***  
***Internal Evaluation Team (IET)***  
Sakellariou Maria (Chairman IET)  
Koutras Vasilis  
Plakitsi Katerina  
  
***IET Supporting Team***  
Apostolopoulos Charalambos  
Vamvakousi Xenia  
Bakas Thomas  
Spanaki Mariana  
Papantoniou Georgia  
Zaragas Charilaos
11. ***ERASMUS Programme Committee***  
Department representative: Plakitsi Katerina  
Support Team  
Apostolopoulos Charalambos  
Ladogianni Georgia

Giotsa Artemis  
Sakellariou Maria  
Spanaki Mariana  
Sarris Dimitris  
Ntinou Magda  
Katsadima Efthalia-Effie

**12. Department Website Committee**

Sakellariou Maria  
Papantoniou Georgia  
Spanaki Mariana  
Stergiou Leda  
Tsitsanoudi-Malidi Nikoletta

**5.2 Department Representatives:**

Central Library: Mariana Spanaki (permanent member)  
Ifigenia Triantou (deputy member)

**5.3 YEARBOOK of the Department of Early Childhood Studies**

The edition of a scientific yearbook has been decided. Participation is allowed to Academic Staff members of the Department, formal guests, researchers and doctoral candidates that are directly or indirectly related to the Department, provided that the scientifically responsible Academic Staff member verifies the scientificness of the article.



## 5.4 Laboratories of the Department

### **Laboratory of Special and Curative Education**

According to the Presidential Decree No. 144/20.5.1996 the “Laboratory of Therapeutic and Special Education” was founded at the Department of Early Childhood Education, University of Ioannina, which serves the educational and research needs in special and therapeutic education for children, adolescents and adults, focusing on the pedagogical and psycho-pedagogical intervention in the educational, professional and social integration of people with special needs.

The term therapeutic education refers to these methods and techniques of therapeutic intervention and support of educational and social work in places, such as the family, the regular schools, where people with special needs are also integrated (learning difficulties in writing, reading, mathematic etc., dyslexia, handicaps), the special classes, the special kindergartens, the special schools, the special professional schools, the nursing homes and the special adult services.

By decision of the General Assembly of the Department, Professor Vasilis Koutras was appointed laboratory director.

### **Laboratory of Modern Greek History and Civilization**

By decision of the General Assembly of the Department of Early Childhood Education, the “Laboratory of Modern Greek History and Modern Greek Civilization” was founded at the at the Department of Early Childhood Education, University of Ioannina, which serves the educational and research needs of the Departments of the School of Educational Sciences and other Departments of the university in undergraduate and postgraduate level. Specifically, it addresses the academic field of Modern Greek History and Civilization covering the centuries of the Ottoman occupation of the Greek region, the modern and contemporary Greek state and pursuing the collaboration with all research centers and scientific foundations of Greece and abroad.

### **Laboratory of Psychology**

According to Presidential Decree No. 226/1.8.2001, the Laboratory of Psychology was founded at the Department of Early Childhood Education, University of Ioannina, which serves educational, research and therapeutic needs, mainly in the academic field of children and adolescent psychology, particularly within the educational space.

By decision of the General Assembly of at the Department of Early Childhood Education, As. Professor Georgia Papantoniou was appointed as Laboratory Director.

### **Laboratory of Pedagogy**

According to the Presidential Decree No. 111 the “Laboratory of Pedagogy and Teaching Methodology” was founded, which serves the educational and research needs mainly in the fields of Early Childhood Education and Teaching Applications.

By decision of the General Assembly of the Department of Early Childhood Education, Professor Maria Kaldrimidou was appointed as Laboratory Director.

### **Laboratory of Modern Technology and Distance Learning**

According to the Presidential Decree No. 182, the “Laboratory of Modern Technology and Distance Learning” was founded at the Department of Early Childhood Education, University of Ioannina, which serves educational and research needs mainly in the fields of information technology, educational computer programs and scientific research methodology.

By decision of the General Assembly of the Department of Early Childhood Education, Professor Jenny Pagge was appointed as Laboratory Director.



## II. STUDY FRAMEWORK

*The prescriptive orders of the Study Guide are valid, as long as they do not contradict the University's internal regulation, which complements them, where necessary.*

### 1. LEGAL SYSTEM

#### 1.1 Study Program

(Article 24 of Law 1268/82 and modifications with Law 2188/84)

1. The Study Program contains the titles of the **compulsory, compulsory elective and oelective courses**, their content, the number of teaching hours per week, in which all teaching duties are performed, as well as the temporal sequence and interdependence of courses.
2. The Study Program is adapted to the lowest possible number of semesters required to for graduation (which cannot be less than eight), which is determined for each degree by means of a Presidential Decree that is issued following the opinion of the National Education Council and the Schools.
3. Each semester course consists **of a certain number of "credit units"** (c.u.). A c.u. corresponds to one teaching hour per week during a semester in the case of independent course lectures, and from 1 up to 3 hours of teaching or practical training throughout the semester for the remaining teaching duties, in accordance with the relevant decision of the Department's General Assembly. The Study Program also includes the minimum number of credit units required in order to obtain a degree.
4. The allocation of courses per semester is indicative for students and not mandatory. However, it does correspond to conditions of regular attendance, adapted to the least possible number of semesters required for graduation, as well as to the sequence of prerequisite courses and courses dependent on prerequisites. The prerequisite courses and courses dependent on prerequisites are determined during the process of formulating the study programs. Students submit a statement of elected subjects to the Departmental Secretary's Office at the beginning of each semester on the dates set by the General Assembly.
5. The **compulsory elective courses** cover at least **1/4 of the Study Program**.
6. The Department's General Assembly is responsible for formulating the Study Program. The Study Program is reviewed every April. The Head of the Department forms a Program Committee consisting of members of the Department's General Assembly with a one-year tenure, which submits a relevant proposal to the General Assembly.
7. The decision of the Department's General Assembly regarding the Study Program is made known to the Dean and the National Academy of Letters and Sciences and is published in the Study Guide of both the School and the Department.
8. The Study Program of a Department may include courses that fall within the subject areas/Sections of other Departments in the same or another School. In such cases, the assignment of teaching duties to academic staff members of that Section takes place by decision of the Deanship or the Rector's Council respectively, following a proposal by the respective Departments or Schools.
9. **In case of failing the examination of a compulsory course, the student has to repeat its attendance in another semester.**
10. All courses in the Study Program are assigned to the Section that is competent for teaching them. These courses may be taught by all the academic staff members of the Department.
11. In the event of a course that is delivered to a large audience, efforts are made to divide the respective class into smaller groups with fewer students and the teaching of the course to each group is then assigned to one academic staff member of the corresponding Section. The academic staff members who undertake such an assignment form a course Committee, which is coordinated by the academic staff member with the highest rank. The course Committee coordinates the uniformity of the teaching process in terms of the content and extent of the syllabus, exercises and examinations.
12. a) By the Senate's decision the organization of inter-school programs that lead to a separate degree is also possible. Teaching in every inter-school program is assigned with part-time employment to academic staff members of two or more Departments of the university, after relevant proposals on behalf of the Administrative Boards of those Departments.  
b) The Senate appoints a five-member Administrative Committee from academic staff members that participate in the inter-school program, in which the Dean of the School with greater participation in the program, participates as the Head.  
c) The Administrative Committee has the responsibilities of a Department's Administrative Board, while the Senate has the responsibilities of the General Assembly concerning the Study Program, the allocation of teaching duties and the allocation and specification of duties of Special Postgraduate Scholars.

## 1.2 Study Regulations

(Article 25 of Law 1268/82)

- The **academic year begins on 1st September** every year and **ends on 31st August** of the following year.
- The teaching assignment of every academic year is structured into two semesters.
- The cessation of teaching duties as well as of the general operation of the University, apart from the provisions of the Law, is possible with a decision made by the Senate and only in special cases.
- If for any reason the number of teaching hours that were conducted in a given course is less than the hours determined in the program for the working days of the corresponding semester, then it is considered that the course in question was not concluded.
- University regulations determine issues regarding the ability to organize and run summer semesters for purposes of fast-track teaching and the completion of the semester's syllabus.
- In the event that a student fails in a compulsory elective course, he is obligated to either retake the course in the following semesters, or replace it with another compulsory elective course.
- Students are considered to have completed their studies and obtain their degrees once they have passed all of the required courses and once they have obtained the necessary number of credit units.
- Issues regarding the type of degrees that are awarded and the grading of graduates are set out in the University regulations.
- The evaluation of students' performance takes place on the basis of a final written or oral examination, which is held after the end of the semester. The instructor may exempt students from the final examination, provided that adequate and repeated assessment has taken place throughout the semester, and on the condition that the smooth running of the Department's study program is not disrupted.
- In the event that a student fails in a compulsory course, he is obligated to retake the course in the next semester in which it will be taught.
- Students are considered to have completed their studies and obtain their degrees once they have passed all of the required courses and once they have obtained the necessary number of credit units. The method used to calculate the degree grade for students who have entered Greek universities from the academic year 1983-1984 and onwards is determined by decision of the Minister of National Education and Religious Affairs.
- The attendance of courses, tutorial sessions, laboratories, etc. on the part of the students takes place in accordance with the timetable and the regulations of the relevant Department. Both undergraduate and postgraduate students are entitled to make use of the laboratory facilities, libraries, seminar rooms and other equipment of the relevant Departments, in accordance with that which is stipulated in the University regulations or with the decisions of each Department. The attendance of seminars, laboratories, tutorials, clinical and teaching exercises, as well as field studies may be compulsory for students, by decision of the Department's General Assembly, following proposals made by the relevant Sections. Deviations are allowed, provided there are serious reasons. In the case of courses that are carried out in the form of a seminar, instructors may define the students' special obligations (type of research paper, regular attendance of the course, proposals). Special care is taken, on the responsibility of the Department's Head, in order to facilitate the attendance of courses by students with disabilities. Following the interested party's oral or written request, the instructor may determine the way in which the student will be examined. During the formulation of the recommended study programs and allocation of courses per semester, care was taken, in view of the special conditions existing in each Department, to ensure that the overall workload of students, in terms of attendances and tutorials, does not exceed twenty-four hours per week, or thirty-two hours per week, in terms of attendances, laboratories, tutorials and exercises.
- The courses in the undergraduate study programs are taught according to the timetable that is drawn up by the Department's Administration, with the responsibility of the Head or the Deanship. The timetable includes the allocation of the course teaching hours to the five working days, the instructors and the lecture rooms, and is announced by the Department's Administration at the beginning of each semester.
- **Provision of books**  
All students receive free books (textbooks, reference books, notes) for every course. The books are distributed by the Sections or by the instructors themselves at the beginning of each semester, based on the statement of elected courses that the student has submitted for that semester.
- The teaching assignments are complemented by the corresponding textbooks or other reference books, which are provided to students free of charge, as well as by ensuring that students are informed of and have access to the relevant Greek and foreign literature.
- By decision of the Minister of National Education and Religious Affairs which was published in the Government Gazette, following the opinion of the Senates of all HEIs the following have been determined: the process and details regarding the publication and distribution of university textbooks to all HEIs in the country, as well as the terms and processes pertaining to the compensation of the authors, and- the processes and details regarding the free printing of doctoral theses. The opinion of the Senates of the HEIs

must be forwarded to the Ministry of National Education and Religious Affairs within an exclusive deadline of thirty days from the submission of the relevant question. The measures determining the cost of printing books in the two previous sub-paragraphs are determined by the decisions made by the board of directors of the Textbook Publishing Organisation during the first half of January every year.

(Article 9 of Law 2083/92)

- Each semester includes at **least thirteen (13) full weeks** of teaching and a corresponding number of weeks for examinations. There **are three examination periods: January/February, June and September**. The examination period lasts for three (3) weeks in the September and January/February periods, and for two (2) weeks in the June period.
- The first semester (winter semester) **begins in the second half of September** and the second semester (summer semester) ends in the **first half of June**. The exact dates are determined by the Senate. In exceptional cases the Minister of National Education and Religious Affairs, following a proposal of the Senate, adjusts the beginning and the end of the two semesters outside the set dates in order to make up for the number of weeks referred to in paragraph 3.
- Students who have completed the determined minimum number of semesters are able to sit examinations in September, January/February as well as June in the courses that they had registered for up until their last statement of elected courses, regardless of whether these are taught in the winter or spring semester. This regulation applies to all students, independently of the number of courses that they still need to pass in order to graduate.
- Should a student fail in the examination of any course at least four (4) times, then the Departmental Board may, following the student's application and taking into consideration any additional requirements, which are provided for in the Department regulations, appoint a three-member re-examination committee in which it is mandatory that the examiner participate.
- Once the minimum duration of undergraduate studies of a Department, increased by an additional two (2) years, has passed, students shall no longer be entitled to any student benefits such as hospital and health care, achievement scholarships, support scholarships and loans, free board, accommodation and provision of textbooks or other reference books, transport facilitation, etc.

#### **Semester Duration – Examination Periods**

(Article 16 of Law 3549/2007)

1. Since academic year 2007-2008, each semester lasts for at least thirteen (13) complete teaching weeks for the Universities, which cover a minimum number of credit units. Should the minimum number of teaching weeks and credit units not be completed in a particular course, then the course is considered as not taught and cannot be examined. In the event of examination of a non-taught course, in the sense of the above paragraph, the examination is non-valid and the mark is not considered for graduation. According to a decision of the Senate for Universities, after a proposal of the Department's General Assembly, the semester duration may be extended for up to two weeks, so that the minimum required number of teaching weeks is completed. In the Study Program there cannot be a course with fewer than two credit units.
2. Since academic year 2007-08, every university course is examined at the end of the semester it was taught and moreover in the September exam period.

#### **Maximal duration of Study – 3-member examining committees**

(Article 14 of law 3549/2007)

1. a) Since academic year 2007-2008, the maximal duration of undergraduate study cannot surpass the minimum number of semesters required for graduation, according to the Study Program of the Department, increased by 100%. In exceptional cases, it is possible, with the Senate's decision for Universities, after a completely justified proposal of the Department's General Assembly and the student's relevant application, to extend the applicant's maximal duration of study for up to two (2) semesters.

1.3

1. Students moving among Greek and congeneric foreign universities in the context of inter-university educational or research cooperation programs are registered as guest students at the host universities. Free-moving students are registered as guest students when they are accepted by the host university. The guest students have the same rights and obligations with the students of the host university for the whole duration of their study at the host university, according to the approved cooperation programs.
2. The guest students are not entitled the right for graduation at the host university, unless the award of a common degree between the cooperating universities is foreseen by the inter-university cooperation program, in the context of which, the guest students move to the host university. The above constraint does not concern the issue of study certificates, or other non-academic degrees, related to the duration of the guest students' study and is in accordance with the conditions of the relevant internal laws.

3. As far as students registered in Greek universities are concerned, teaching credits, study time, successful course attendance and examination marks at the host university are taken into consideration, are transferred and are considered to have been attained at the original university, provided that the respective courses belong to an approved cooperation program. In the case of free-moving students, permission is granted by the General Assembly of the Department, which decides accordingly.

## STUDY REGULATION OF THE DEPARTMENT OF EARLY CHILDHOOD EDUCATION

### Article 3

Courses are divided in three categories: **compulsory**, **compulsory elective** and **elective courses**. The difference between compulsory and compulsory elective courses is the following: **compulsory courses cannot be substituted in case of exam failure and the student is obliged to register for the relevant course and repeat attendance in a following semester**. The compulsory elective courses, after an exam failure may be substituted with other courses of the same category. The latter is valid also for elective courses.

The award of a graduation degree requires the successful attendance of 55 courses and the accumulation of 165 teaching credits. The students have to successfully attend the 20 compulsory courses, 15 compulsory elective and 20 elective courses of their choice.

The 15 compulsory elective courses have to be equally distributed in the following modules (3 from each): 1. Pedagogy, 2. Psychology – Special Education, 3. Natural Sciences in Education, 4. General Education, 5. Arts education.

The 20 elective courses can be selected either from the list of elective courses, or from the list of compulsory elective courses, provided that they have not been selected as compulsory elective courses. Every student can select from the compulsory elective and elective courses offered in the semester of their registration and following after.

Achievement marks are expressed in a scale of whole numbers from one (1) to ten (10).

### Article 15 **Practical Training**

During their undergraduate study the students of the D.E.C.E. carry out Practical Training in the kindergartens of the area. The Practical Training is carried out in the context of specialized courses and is obligatory.

Specifically the practical training is carried out in the context of the following courses:

1. Teaching Applications II, tutored by M.Sakellariou and in collaboration with a teacher appointed at the department.
2. Teaching Mathematics II, tutored by X.Vamvakousi and in collaboration with a teacher appointed at the department.
3. Science Education at Preschool II, tutored by K.Plakitsi and in collaboration with a teacher appointed at the department.
4. ICT in Education, tutored by J. Pagge and in collaboration with a teacher appointed at the department.

The preparation and realization of the Practical Training sessions includes:

#### Teaching Applications II

Practical training for a month, carried out in the 8<sup>th</sup> semester of study, in the context of the compulsory course Teaching Applications II. However, the preparation starts considerably earlier, in the 3<sup>rd</sup> semester. Specifically:

3<sup>rd</sup> Semester: Attendance of a public kindergarten's daily schedule in the city of Ioannina, for a week.

5<sup>th</sup> & 6<sup>th</sup> Semester: Attendance of the daily schedule of the Experimental Kindergarten at the University of Ioannina, for a week.

7<sup>th</sup> Semester: The preparation is continued with the attendance of the laboratory exercise of the course Teaching Applications I (3 hours per week) and the seminars. (4 hours per week).

Realization: The Practical Training is carried out in the 8<sup>th</sup> semester in the context of the course Teaching Applications II. Its duration is 4 weeks. The first week includes teaching practice based on a program – guide of activities for a week. In the following 3 weeks specific topic is treated through an interdisciplinary approach according to the Interdisciplinary Study Program. The topic of the project emerges from the children's class team in collaboration with the teachers.

At the end of the session, a portfolio is delivered by the students containing the entire course of the project, realized in the context of the practical training (for a month) and the whole course is assessed also by the written exam in June.

The material of the laboratory exercises and the specialized activities are available online (<http://ecourse.uoi.gr/>).

#### Teaching Mathematics II:

The practical training is carried out in the spring semester (6<sup>th</sup> semester of study) in the context of the course Teaching Mathematics II and the preparation begins in the 5<sup>th</sup> semester in the context of the course Teaching Mathematics I.

Preparation: Laboratory exercise of 1 hour for a week (2 semesters).

Realization: The duration of the Practical Training is 2 weeks. The first week includes attendance and recording of activities related with mathematical concepts and processes. The second week includes teaching management of special activities on mathematical concepts, prepared in the context of the laboratory exercises. At the end, an assignment of recording-analysis of the practical training is delivered, which forms part of the students' assessment for the course Teaching Mathematics II.

#### Science Education at Preschool I & II:

The practical training is carried out consecutively in two areas: the department laboratories and the schools of the city of Ioannina. It begins in the 5<sup>th</sup> semester of study in the context of the course Science Education at Preschool I. The students are divided in teams and exercise in the laboratory of Natural Sciences every week for 2 hours, in addition to the 3-hour lecture of the course. The laboratory exercises are continued in the spring semester (6<sup>th</sup> semester) in the context of the course Science Education at Preschool II. After the completion of the laboratory exercises, the students are divided in pairs and undertake the teaching of a topic from those they exercised in the laboratory. In collaboration with the tutor, they design a teaching scenario, take care of, construct or develop the teaching material they will need. They choose a specific kindergarten for their practical training and communicate with the class teacher for a first contact with the toddlers. Subsequently, they carry out their practical training in the classroom.

5<sup>th</sup> Semester: It includes a weekly laboratory exercise of 2 hours in multi-purpose classroom of the department and in the classroom of Teaching Natural Sciences.

6<sup>th</sup> Semester: The duration of the Practical Training in Schools is 2 weeks. The first week includes monitoring and recording of activities that involve concepts and processes of natural sciences. In the end, an assignment of recording-analysing of the practical training is delivered, which forms part of the students' assessment in the course Science Education at Preschool II.

The material of the laboratory exercises and the specialized activities are available online (<http://ecourse.uoi.gr/>)

#### ICT in Education

The practical Training carried out in the 6<sup>th</sup> semester in the context of the course "ICT in Education" aims at the students' familiarization and use of Information Technology and New Technologies in educational curricula and particularly on a practical level, in the classroom of the kindergarten, always in accordance with the curriculum. The successful attendance of the laboratory exercises of the course "Introduction to Information Technology and Education – New Technologies" is considered a prerequisite.

The practical training is carried out in the end of the semester in which the course is offered and the students apply activities related with the use of Information Technology at the Kindergarten, in the course of 2 weeks.

More specifically, the practical training is structured as follows:

1. Preparation: It includes participation with presentations and team exercises.
2. Activity design and organization: It includes the attendance of weekly laboratory exercises and seminars.
3. Realisation: The duration is 2 weeks. The first week includes teaching applications, based on a program – guide of activities with New Technologies. The second week includes the completion of the practical training in the use of New Technologies in Education and the preparation of a portfolio.

At the completion of the practical training, the students prepare the relevant course portfolio and deliver it to the tutor. Part of the material of the laboratory exercises and activities are available online (<http://ecourse.uoi.gr/>).

#### Article 19 **ERASMUS Intensive Programs (I.Ps)**

The Intensive Programs are multi-national teaching programs of short duration. Their aim is to bring together academic staff members and students from different countries, in order to work together in a multicultural

setting. Since 2009-2010 the Department is hosting an I.P. titled "Light". Courses of two-week duration are carried out at the university during/after the spring semester and are attended by students and academic staff members from seven Universities:

1. University of Ioannin – Greece (Coordinator)
2. University of Cyprus – Cyprus
3. Università degli Studi di Napoli Federico II- Italy
4. Technische Universiteit Eindhoven – The Netherlands
5. Högskolan i Kalmar – Sweden
6. Universidade do Minho – Portugal
7. St. Patrick's College (a college of Dublin University) – Ireland.

The course language is English. The conditions for participation, the selection criteria for students, the course program and other relevant information are announced every year on the websites of the Department and the University. The attendance to the I.P. grants 3 teaching credits and 5 ECTS to each student, and equals to the successful attendance of an elective course.

From the academic year 2013-14 and onwards an Erasmus I.P. under the title Social Relations in Schools (SRS) is going to be offered. It is a multi-national – multidisciplinary academic course in collaboration with 6 other European Universities:

- 1) Linnaeus University – Sweden (Coordinator)
- 2) University of Ioannina – D.E.C.E. (coordinator for the University of Ioannina)
- 3) Orleans University - France
- 4) Don Bosco University – Spain
- 5) University College Sjælland – Denmark
- 6) Hogeschool Edith Stein – Netherlands
- 7) Pädagogische Hochschule Wien – Austria.

The international course is going to be offered every June in Sweden at the Linnaeus University. The selected students from the D.E.C.E. and the University of Ioannina are going to be accompanied by their tutors. The course language is English. The terms for participation, the students' selection criteria, the course program and other related issues are uploaded every year on the Department's and the University's websites. The attendance to the program grants 3 teaching credits and 3 ECTS and equals to the successful attendance of an elective course.

**STUDY PROGRAM  
FOR THE ACADEMIC YEAR 2013-2014**

**55 COURSES  
ARE REQUIRED FOR GRADUATION**

- **20 COMPULSORY**
- **15 COMPULSORY ELECTIVE (C.E.)**
- **20 ELECTIVE (E.)**

The student chooses as follows:

- A) the 20 compulsory courses
- B) 15 courses from the category C.E.
- C) 20 courses from categories C.E. or E.

## **STUDY PROGRAM COURSES**

### **COMPULSORY COURSES**

NY101α	Introduction to Pedagogy
ΠNY404	History of Modern Greece and Modern Greek Civilization I
ΠNY201	Introduction to Psychology - Cognitive Processes
ΠNE224	Introduction to Childrens' Psychopathology – Special Education
ΠNE141	Intercultural Education – Teaching Applications
ΠNE 421	Theatre Education
ΠNY205	Social Psychology
ΠNY405	Literary Theory
NY508α	The discipline of Art and Fine Arts
ΠNY425	Health Education I
ΠNE443	Myth & Mythology
NY106α	Teaching Mathematics I
ΠNY410	Philosophy of Education I
ΠNE148	Science Education at Preschool I
ΠNY130	Preschool Pedagogy – Modern Teaching Proposals
ΠNY308	ICT (Information & Communication Technology) in Education
NY418α	Children's Literature
ΠNE143	Educational Management and Administration
NY114α	Teaching Applications I
NY117α	Teaching Applications II

### **COMPULSORY ELECTIVE COURSES**

#### **I. Module of Pedagogy**

ΠNE140	Introduction to Intercultural Education
ΠNE142	Introduction to Educational Policy
ΠNE144	Organisation and Operation of the Kindergarten
ΠEY302	Didactic Methodology of Motor Education Activities
NY104α	Early Childhood Education – Teaching Approaches
ΠNE150	Social Learning and Early Childhood Education
ΠNY412	Philosophy of Education II
ΠNE151	Philosophical and Pedagogical Anthropology

#### **II. Module of Psychology – Special Education - Health**

ΠEY200	Motor Education and Learning
ΠNY203	Psychophysiology I
ΠNE225	Family system dynamics through children's drawings
ΠNE220	Cognitive Psychology I
ΠNY215	Clinical Psychology
ΠNE221	Cognitive Psychology II
ΠNE228	Counselling in Special Education



ΠNE414	Elements of Pediatrics
ΠNY214 E.Y.	Systematic consideration of the Family

### **III. Module of Science in Education**

ΠNY302	Introduction to ICT in Education
ΠNY303	Introduction to Computational Statistics
ΠEY301	Pre-toddler and Toddler Mathematics
ΠNE306	Social Science Statistics
NY109α	Teaching Mathematics II
ΠNE 149	Science Education at Preschool II
NE116α	Topics of Teaching Mathematics at Preschool
ΠNE136	Topics in Science Education

### **IV. Module of General Education Courses**

ΠEY100	Introduction to the Greek Language and Linguistics
ΠEY101	Introduction to Educational Sociology
ΠEY311	Modern Greek Literature: Children's theatre in Greece. History and Texts
ΠNE437	International Fairytales
ΠNE312	Educational Research Methodology
ΠNE441	Modern Greek Mythology
ΠNE433	Modern Greek Fiction
ΠEY102	Lyricism and Experience
ΠEY600	Language Education at Preschool and Educational Approach
ΠEY601	Sociology of Greek Education

### **V. Module of Art and Education**

NE503α	Introduction to Fine Arts: Theory and Practice
NE506α	Painting: Theory and Practice
ΠEY300	Introduction to Music Education: Early Childhood Applications
ΠNE434	Modern Greek Literature (The Generation of 1930's)
ΠNE438	Dramatization – Theatre Expression, Rhythm and Motion in the Preschool Age
ΠEY602	Creative Music Education in Practice
ΠNE439	Theatre Play

### **Elective Courses**

ΠNE506	Theatre Education and Practice
ΠNE129	Modern Trends in Early Childhood Education
ΠNE402	Introduction to Philosophy
NE403α	Ethology - Biology
ΠNE435	Introduction to Children's Literature and the short narrative
ΠNE313	Introduction to the Natural Sciences
ΠNE304	First Notions of Mathematics

ΠNE444	Gender in Children's Literature
ΠNE401	Modern Greek Poetry
ΠNE601	Development Issues of Motor Learning
ΠNY202	Developmental Psychology
ΠNE500	School Delinquency – School Mediation: Sociological Approach
ΠNE404	Milestones in the History of Music and Music Education
ΠNE700	The Greek Language and Media: Educational Applications at Preschool
ΠNE446	Philosophy and Education in Ancient Greece
ΠNE147	Museum Education
ΠNE305	Educational Software Programs I
ΠNE405	The Greek Language and its History
ΠNY204	Educational Psychology
ΠNE400	Sociological Theory and Practice
NY115α	History of Modern Greek Education I
ΠNE122	Pedagogical Counselling
NE415α	History of Philosophy
NY510α	Modern and Contemporary Art: Theory and Practice.
ΠNY206	Psychology of Special Children
ΠNE409	Environmental Pollution
ΠNE207	Psychophysiology II
ΠNE315	Topics in the Methodology of Educational Research
ΠNE310	Educational Software Programs II
ΠNE502	Musical Instruments at Preschool
ΠNE5001	Physical Education Theories: Pedagogical and Sociological Dimensions
ΠNE507	Literature and Narration at Preschool: Theoretical Issues and development of practical applications
ΠNE407	History of Modern Greece and Modern Greek Civilization II
ΠNE226	Parent Counselling
ΠNE133	Activities and Educational Material In Mathematics
ΠNE222	Psychology of Motives
ΠNE804	Children Narrators in Literature
ΠNE138	Language and Social Processes
ΠNE317	Contemporary Curricula of Early Childhood Education
ΠNE229	Issues of Cognitive and Educational Psychology: Self-regulation and Self-regulated Learning
ΠNE137	The Role of Museum in Science and Technology
ΠNE145	Human Resources Management in Educational Systems
ΠNE227	Assessment and Intervention Programs in Special Education
ΠNE702	Introduction to Entrepreneurship
ΠNE805 E	Historical Evolution of the Greek Educational System
ΠNY119	History of Modern Greek Education II
ΠNE422	Health Education II

ΠNE139	Society and Culture
ΠNE126	Environmental Education
ΠNE316	Development of Distance Learning Information Systems
ΠNE802	Design and Assessment of Teaching Mathematics at Preschool
ΠNE803	Special Issues of Entrepreneurship

### **ENGLISH**

There are 4 available courses, 2 compulsory ones for graduation, English Terminology and Texts of Early Childhood Education I & II (NY611A) & II (NY612A), and 2 elective ones, English I & II, that prepare the students for the compulsory ones. The elective ones are offered in the first year of study, while the compulsory ones in the second year of study.

### **FRENCH**

There are 5 available courses and equivalent levels: French Beginners I, French Beginners II, French Intermediate I, French Intermediate II, French Competence, offered by the Department of Primary Education. The students can choose among these, according to their knowledge and after contact made with the tutor, Aglaia Siouti (e-mail: [asiouti@cc.uoi.gr](mailto:asiouti@cc.uoi.gr)).

### **GERMAN**

There are 5 available course and equivalent levels, German Beginners I, German Beginners II, German Intermediate I, German Intermediate II, German Competence, offered by the Department of Primary Education. The students can choose among these, according to their knowledge and after contact made with the tutor, Fering Maria (e-mail: [mfehring@cc.uoi.gr](mailto:mfehring@cc.uoi.gr)).

**COMPULSORY COURSES PROGRAM**

FOR STUDENTS  
BEGINNING THEIR STUDY AT THE D.E.C.E. FROM  
**THE ACADEMIC YEAR 2008-2009 AND LATER**

20 COMPULSORY COURSES OFFERED

<b>SEMESTER I</b>			
<b>COURSE CODE</b>		<b>COURSE</b>	<b>TUTOR</b>
NY101α	C	Introduction to Pedagogy	M.Sakellariou &
ΠNY404	C	History of Modern Greece and Modern Greek Civilization I	
ΠNY201	C	Introduction to psychology – cognitive processes	G. Papantoniou
<b>SEMESTER II</b>			
<b>COURSE CODE</b>		<b>COURSE</b>	<b>TUTOR</b>
ΠNE224	C	Introduction to children's psychopathology – Special Education	D. Sarris
ΠNE141	C	Intercultural Education – Teaching Applications	L. Stergiou
ΠNE421	C	Theatre Education I	Ek. Karamitrou
<b>SEMESTER III</b>			
<b>COURSE CODE</b>		<b>COURSE</b>	<b>TUTOR</b>
ΠNY205	C	Social Psychology	A. Giotsa
ΠNY405	C	Literary Theory	I. Triantou
NY508α	C	The discipline of Art and Fine Arts	
<b>SEMESTER IV</b>			
<b>COURSE CODE</b>		<b>COURSE</b>	<b>TUTOR</b>
ΠNY425	C	Health Education I	V. Koutras
ΠNE443	C	Myth & Mythology	G.Ladogianni
<b>SEMESTER V</b>			
<b>COURSE CODE</b>		<b>COURSE</b>	<b>TUTOR</b>
NY106α	C	Teaching Mathematics I	X. Vamvakoussi
ΠNY410	C	Philosophy of Education I	Ch. Apostolopoulos
ΠNE148	C	Science Education in Preschool I	K. Plakitsi
ΠNY130	C	Preschool Pedagogy – Contemporary Teaching Proposals	M.Sakellariou
<b>SEMESTER VI</b>			
<b>COURSE CODE</b>		<b>COURSE</b>	<b>TUTOR</b>
ΠNY308	C	ICT in Education	P. Pagge
NY418α	C	Children's Literature	M. Spanaki
ΠNE143	C	Educational Management & Administration	T. Bakas
<b>SEMESTER VII</b>			
<b>COURSE CODE</b>		<b>COURSE</b>	<b>TUTOR</b>
NY114α	C	Teaching Applications I	M.Sakellariou
<b>SEMESTER VIII</b>			
<b>COURSE CODE</b>		<b>COURSE</b>	<b>TUTOR</b>

NY117α	C	Teaching Applications II	M. Sakellariou
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# **COMPULSORY ELECTIVE COURSE PROGRAM**

FOR STUDENTS

BEGINNING THEIR STUDY AT THE D.E.C.E. FROM THE  
**ACAD.YEAR 2008-2009 AND LATER**

THE STUDENT MUST ATTEND  
AT LEAST 15 COURSES  
(3 FROM EACH MODULE)  
UNTIL GRADUATION

**COMPULSORY ELECTIVE COURSE LIST (CE)**

COURSE CODE		COURSE	TUTOR	SEMESTERS OFFERED							
				1	2	3	4	5	6	7	8
<b>MODULE OF PEDAGOGY</b>											
ΠNE140	CE	Introduction to Intercultural Education	L. Stergiou	X		X		X		X	
ΠNE142	CE	Introduction to Educational Policy	Not available in 2013-2014	X		X		X		X	
ΠNE144	CE	Organisation & Operation of the Kindergarten	T. Bakas		X		X		X		X
ΠΕΥ302	CE	Didactic methodology of motor education activities	Ch. Zaragas			X		X		X	
NY104α	CE	Early Childhood Pedagogy – Teaching Approaches	M. Sakellariou				X		X		X
ΠNE150	CE	Social Learning and Early Childhood Education	Not available in 2013-2014						X		X
ΠNY412	CE	Philosophy of Education II	Ch.Apostolopoulos						X		X
ΠNE151	CE	Philosophical and Pedagogical Anthropology	Not available in 2013-2014							X	
<b>MODULE OF PSYCHOLOGY, SPECIAL EDUCATION &amp; HEALTH</b>											
ΠΕΥ200	CE	Motor education and learning	Ch. Zaragas		X		X		X		X
ΠNY203	CE	Psychophysiology I	V. Koutras			X		X		X	
ΠNE225	CE	Family System Dynamics in Children's Drawings	A. Giotsa			X		X		X	
ΠNY220	CE	Cognitive Psychology I	G.Papantoniou				X		X		X
ΠNY215	CE	Clinical Psychology	D. Sarris				X		X		X
ΠNY221	CE	Cognitive Psychology II	Not available in 2013-2014					X		X	
ΠNE228	CE	Counselling in Special Education	D. Sarris					X		X	



ΠNE414	CE	Elements of Pediatrics	V. Koutras						X		X
ΠNY214	CE	Systematic Consideration of the Family	A. Giotsa								X
<b>MODULE OF NATURAL SCIENCES IN EDUCATION</b>											
ΠNY302	CE	Introduction to ICT in Education	Not available in 2013-2014	X		X		X		X	
ΠNY303	CE	Introduction to Computational Statistics	Not available in 2013-2014		X		X		X		X
ΠΕΥ 301	CE	Mathematics for Pre-toddlers and Toddlers	X. Vamvakoussi			X		X		X	
ΠNE 306	CE	Social Science Statistics	Not available in 2013-2014			X		X		X	
NY109α	CE	Teaching Mathematics II	X. Vamvakoussi						X		X
ΠNE 149	CE	Science Education at Preschool II	K. Plakitsi						X		X
NE116α	CE	Topics in Teaching Mathematics at Preschool	Not available in 2013-2014							X	
ΠNE136	CE	Topics in Science Education	K. Plakitsi								X
<b>MODULE OF GENERAL EDUCATION COURSES</b>											
ΠΕΥ100	CE	Introduction to the Greek language and linguistics	N.Tsitsanoudi - Mallidi	X		X		X		X	
ΠΕΥ101	CE	Introduction to Educational Sociology	Th. Thanos	X		X		X		X	
ΠΕΥ311	CE	Modern Greek Literature: Children's Theatre in Greece. History and Texts	G.Ladogianni			X		X		X	
ΠNE437	CE	International Fairy Tales	M.Spanaki			X		X		X	
ΠNE312	CE	Educational Research Methodology	Ch. Zaragas, Th. Thanos & L. Stergiou			X		X		X	
ΠNE441	CE	Modern Greek Mythology	Not available in 2013-2014				X		X		X
ΠNE433	CE	Modern Greek Fiction	I.Triantou					X		X	
ΠΕΥ102	CE	Lyricism and Experience	G.Ladogianni					X		X	

ΠΕΥ600	CE	Language education in kindergarten and communicative approach	N.Tsitsanoudis - Mallidis						X		X
ΠΕΥ601	CE	Sociology of Greek Education	Th. Thanos						X		X
<b>MODULE OF ART AND EDUCATION</b>											
NE503α	CE	Introduction to Fine Arts: Theory & Practice	Not available in 2013-2014	X		X		X		X	
NE506α	CE	Painting: Theory & Practice	Not available in 2013-2014		X		X		X		X
ΠΕΥ300	CE	Introduction to music education – applications in early childhood	Th. Raptis			X		X		X	
ΠNE434	CE	Modern Greek Literature (the Generation of the 1930s')	I. Triantou				X		X		X
ΠNE438	CE	Dramatization, Theatre Expression, Rhythm and Movement in the Pre-school Age	E.Karamitrou					X		X	
ΠΕΥ602	CE	Creative music education in practice	Th. Raptis						X		X
ΠNE439	CE	Theatre Play	Ek .Karamitrou								X

## **ELECTIVE COURSES PROGRAM**

FOR STUDENTS  
BEGINNING THEIR STUDY AT THE D.E.C.E. FROM THE  
**ACAD.YEAR 2008-2009 AND LATER**

THE STUDENT ATTENDS 20 ELECTIVE COURSES IN TOTAL UNTIL  
GRADUATION.

THESE ARE SELECTED EITHER FROM THE CATEGORY OF ELECTIVE  
COURSES (E) OR FROM THE CATEGORY OF COMPULSORY ELECTIVE  
COURSES (CE)(BEYOND THE 15 SELECTED)

**ELECTIVE COURSE LIST (E)**

COURSE CODE		COURSE	TUTOR	SEMESTERS OFFERED							
				1	2	3	4	5	6	7	8
ΠNE506	E	Theatre Education & Practice	E.Karamitrou	X		X		X		X	
ΠNE129	E	Contemporary Trends in Early Childhood Education	Not available in 2013-2014	X		X		X		X	
ΠNE402	E	Introduction to Philosophy	Ch. Apostolopoulos	X		X		X		X	
NE403α	E	Ethology - Biology	V. Koutras	X		X		X		X	
ΠNE435	E	Introduction to Children's Literature and the Short Narratives	M.Spanaki	X		X		X		X	
ΠNE313	E	Introduction to the Natural Sciences	Not available in 2013-2014		X		X		X		X
ΠNE304	E	First Notions of Mathematics	Not available in 2013-2014		X		X		X		X
ΠNE444	E	Gender in Children's Literature	M. Spanaki		X		X		X		X
ΠNE401	E	Modern Greek Poetry	I. Triantou		X		X		X		X
ΠNE 404	E	Milestones in the history of music and music education	Ch. Raptis		X		X		X		X
ΠNE601	E	Development issues of motor learning	Ch. Zaragas		X		X		X		X
ΠNE500	E	School Delinquency-School Mediation: Sociological Approach	Th.Thanos			X		X		X	
ΠNE700	E	Greek language and media: Educational applications in kindergarten	N.Tsitsanoudis - Mallidis			X		X		X	
ΠNE446	E	Philosophy and Education in Ancient Greece	Not available in 2013-2014			X		X		X	
ΠNE147	E	Museum Education	Not available in 2013-2014			X		X		X	
ΠNE305	E	Educational Software Programs I	Not available in 2013-2014			X		X		X	
ΠNE405	E	Greek language and its history	N.Tsitsanoudis - Mallidis				X		X		X
ΠNE 204	E	Educational Pchychology	G. Papantoniou				X		X		X
ΠNE400	E	Sociological Theory and Education	Th. Thanos				X		X		X
NE103α	E	Pedagogical Theories of 20th century	Not available in 2013-2014				X		X		X
NY115a	E	History of Modern Greek Education I	Not available in 2013-2014								
ΠNE 122	E	Councelling in Education	Dept. of Primary Education				X		X		X

NE415α	E	History of Philosophy	Ch. Apostolopoulos					X		X		X
NY510α	E	Modern and Contemporary Art: Theory & Practice	Not available in 2013-2014					X		X		X
ΠNY206	E	Psychology of Children with Special Needs	Not available 2012-2013					X		X		X
ΠNE409	E	Environmental Pollution	Dept. Of Chemistry					X		X		X
ΠNE207	E	Psychophysiology II	V.Koutras					X		X		X
ΠNE315	E	Topics in Educational Research Methodology	K. Plakitsi & G. Papantoniou						X		X	
ΠNE310	E	Educational Software Programs II	Not available in 2013-2014						X		X	
ΠNE502	E	The musical instruments at Preschool	Ch. Raptis						X		X	
ΠNE501	E	Physical education theories – educational and sociological dimensions	Ch. Zaragas						X		X	
ΠNE507	E	Literature and Narration at Preschool: Theoretical Issues and development of practical applications	lf.Triantou						X		X	
ΠNE407	E	History of Modern Greece and Modern Greek Civilization II	Not available in 2013-2014						X		X	
ΠNE226	E	Parental Counselling	A. Giotsa							X		X
ΠNY202	E	Developmental Psychology	Dept. of Primary Education							X		X
ΠNE804	E	Children as Narrators in Literature	G.Ladogianni							X		X
ΠNE138	E	Languages and Social Processes	L. Stergiou								X	
ΠNE317	E	Contemporary Programs of Early Childhood Education	Not available in 2013-2014								X	
ΠNE229	E	Themes in Cognitive and Educational Psychology: Self-regulation & Self-regulated Learning	G. Papantoniou								X	
ΠNE137	E	The Role of the Museum in Science and Technology Education	K. Plakitsi								X	
ΠNE145	E	Human Resources Management in Educational Systems	Not available in 2013-2014								X	
ΠNE227	E	Assessment and Intervention Programs in Special Education	D. Sarris								X	
ΠNE702	E	Introduction to Entrepreneurship	DASTA									
ΠNE805	E	Historical evolution of the Greek Educational	Th.Bakas									

		System										
ΠΝΥ119	E	History of Modern Greek Education II	Not available in 2013-2014									X
ΠΝΕ422	E	Health Education II	V. Koutras									X
ΠΝΕ139	E	Society & Culture	L.Stergiou									X
ΠΝΕ126	E	Environmental Education	K. Plakitsi									X
ΠΝΕ316	E	Distance Learning System Development	Not available in 2013-2014									X
ΠΝΕ802	E	Design and Assessment of Mathematics Teaching at Preschool	X.Vamvakoussi									X
ΠΝΕ803	E	Special topics in Entrepreneurship	DASTA									X

## COMPULSORY COURSE OUTLINES

<b>INTRODUCTION TO PEDAGOGY</b>	
Lecturer's Name: Maria Sakellariou	
Course Code: NY101α	Semester: I
Study Year: 1 <sup>st</sup>	Course Level: First
ECTS: 4	Teaching credits: 3
Course category: Compulsory	
Course Language: Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. The discipline of Pedagogy.</li> <li>2. Basic pedagogical concepts (teacher, student, teaching, learning, education, socialization)</li> <li>3. The subject of Pedagogy.</li> <li>4. The historical evolution of Pedagogy.</li> <li>5. Pedagogy and the discipline of Education.</li> <li>6. Discipline of Pedagogy sectors.</li> <li>7. Relation of Pedagogy to other disciplines.</li> <li>8. Research methods (empirical: questionnaire, experiment, interview, observation, theoretical: hermeneutics, phenomenological, dialectics, anthropological conditions of education, biological knowledge)</li> <li>9. The potential and the necessity of education in human beings.</li> <li>10. The limits of education and human freedom.</li> <li>11. The effect of heredity and environment on human education.</li> <li>12. The possibilities and the limits of education.</li> <li>13. Educational objectives and their relationship with contemporary Pedagogy, affecting factors.</li> <li>14. Theories of behaviour (change).</li> <li>15. Pedagogical relationship and behaviour, basic teachers' behaviour types (authoritative, democratic, absolute freedom), authoritative, anti-authoritative education, education, family and school, society and education (the effect of society on education).</li> <li>16. Education and technology.</li> </ol>	
<u>Teaching Method</u>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Short individual and group assignments</li> </ul>	
<b>Students' workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124

<b>Assessment Method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%

  

<b>Selected Bibliography</b>	
-Χατζηδμήμου Δ. (2006), <i>Εισαγωγή στην Παιδαγωγική</i> , Θεσσαλονίκη: Αφοί Κυριακίδη.	
-Μετοχιανάκης Ηλ (2006), <i>Εισαγωγή στην Παιδαγωγική Α΄ και Β΄ τόμος</i> , Ηράκλειο.	
-Πυργιωτάκης Ι. (1999), <i>Εισαγωγή στην Παιδαγωγική Επιστήμη</i> , Αθήνα: Ελληνικά Γράμματα.	
-Ντολιοπούλου, Ε., <i>Σύγχρονες Τάσεις της Προσχολικής Αγωγής</i> , (2000), Αθήνα: Τυπωθήτω – Γιώργος Δαρδανός.	
-Σακελλαρίου, Μ. & Κόνσολας Μ. (Επιμ.), <i>Ηθική και Εκπαίδευση. Διλήμματα και Προοπτικές</i> , (2010), Αθήνα: Κριτική.	
-Roopnarine, J. & Johnson, <i>Ποιοτικά προγράμματα Προσχολικής Εκπαίδευσης</i> , (2006), Αθήνα: Παπαζήσης.	
-Edwards, C., Candini, L. & Forman, G., <i>ReggioEmilia: Οι χίλιες γλώσσες των παιδιών προσχολικής ηλικίας</i> , (2000), Αθήνα: Πατάκης.	
-Κουτσουβάνου, Ε., <i>Προγράμματα Προσχολικής Εκπαίδευσης και η διαθεματική διδακτική προσέγγιση</i> , (2003), Αθήνα: Οδυσσέας.	
-Chenfeld, M., <i>Creative experiences for young children</i> , (2000), Portsmouth, NH: Heinemann.	



<b>INTRODUCTION TO PSYCHOLOGY – COGNITIVE PROCESSES</b>	
Lecturer's Name: Georgia Papantoniou	
Course Code: ΠNE220	Semester: I
Study Year: 1 <sup>st</sup>	Course Level: Second
ECTS: 4	Teaching credits: 3
Course category: Compulsory	
Course Language: Greek	
<b>Course Content</b>	
<p><u>Introduction:</u> the subject matter of psychology; fundamental approaches to psychological theory (structuralism, the influence of Darwin's theory, functionalism, behaviorism, gestalt theory, the psychodynamic theory of Freud, cognitive psychology and cognitive science), areas of psychology</p> <p><u>Research methods:</u> research methods of psychology (quantitative and qualitative methods), research methods of cognitive psychology (introspective, experimental, psychological, verbal reports), ethical issues,</p> <p><u>Introduction to cognitive processes:</u> perception (sensory systems, the nature of perception, theoretical interpretations of perception), attention (the nature of attention, brief historical evolution of the research on attention, theoretical interpretations of perception), memory (memory system, basic theoretical interpretations of the memory system), language, thought and representation, problem solving, intelligence, conscious and unconscious processing.</p> <p><u>Motivation and emotions;</u></p>	
<p><u>Teaching method</u></p> <ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Optional short individual and group assignments</li> <li>➤ Group tutorials</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	39
Tutorials	10
Study for course preparation (library search, internet search for bibliography, preparation of oral presentation, short essays)	28
Collaboration with tutor	3
Exam Preparation	40
<b>Total hours</b>	<b>120</b>
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	20%
Written exams with assignment for ERASMUS students	80%
Written exams without assignment for ERASMUS students	100%
Oral exams	100%
Assignment (with declared number of pages (60) for graduating students only)	100%
<b>Selected Bibliography</b>	
<p>-Βοσνιάδου, Σ. (2001). <i>Εισαγωγή στην ψυχολογία: Βιολογικές, αναπτυξιακές και συμπεριφοριστικές προσεγγίσεις – Γνωστική ψυχολογία</i>, τόμος Α'. Αθήνα: Gutenberg.</p> <p>-Eysenck, M. W., &amp; Keane, M. (2000). <i>Cognitive psychology: A student's handbook</i>. Hove, East Sussex: Psychology Press.</p> <p>-Hayes, N. (1998). <i>Εισαγωγή στην ψυχολογία</i> (Επιμ. Έκδ. Α. Κωσταρίδου-Ευκλείδη), τόμος Α'. Αθήνα: Ελληνικά Γράμματα.</p> <p>-Hayes, N. (1998). <i>Εισαγωγή στην ψυχολογία</i> (Επιμ. Έκδ. Ι. Ν. Παρασκευόπουλος), τόμος Β' Αθήνα: Ελληνικά Γράμματα.</p> <p>-Κωσταρίδου-Ευκλείδη, Α. (1992). <i>Γνωστική Ψυχολογία</i>. Θεσσαλονίκη: Art of Text.</p> <p>-Sternberg, R. J. (2007). <i>Γνωστική ψυχολογία</i> Επιμ. Έκδ. Γ. Ξανθάκου &amp; Μ. Καίλα). Αθήνα: Ατραπός.</p>	

<b>HISTORY OF MODERN GREECE AND MODERN GREEK CIVILIZATION I</b>	
Lecturer's Name:	
Course Code: ΠΝΥ404	Semester
Study Year: 1 <sup>st</sup>	Course Level: I
ECTS:4	Teaching credits: 3
Course category Compulsory	
Course Language Greek	
<b>Course Content</b>	
Part I	
<ol style="list-style-type: none"> <li>1. Genesis of social and national consciousness in Greece.</li> <li>2. From the European to the Modern Greek Enlightenment, 1700-1821 (introductory lectures).</li> <li>3. Publishing in the years of Modern Greek Enlightenment.</li> <li>4. Ideology and Politics in 19<sup>th</sup> century.</li> </ol>	
Part II	
From theory to practice (early childhood activities)	
<ol style="list-style-type: none"> <li>1. Language, writing and history.</li> <li>2. History and communication (the Press).</li> <li>3. The wheel, the machine and their history.</li> <li>4. History and the Fine Arts</li> </ol>	
<b>Teaching Method</b>	
Lectures and short individual and group assignments	
<b>Students' workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment Method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-<i>Ιστορία του Νεοελληνικού Έθνους</i>, τ. ΙΔ' (19<sup>ος</sup> αι.) (2000), Αθήνα, Εκδοτική Αθηνών.</p> <p>-Ι.Μ.Χατζηφώτης, <i>Αλεξάνδρεια –Οι δύο αιώνες του Νεότερου Ελληνισμού (19<sup>ος</sup> – 20<sup>ος</sup> αι.)</i>, (1999), Αθήνα, εκδ. Ελληνικά Γράμματα.</p> <p>-Νίκος Γ. Σβορώνος, <i>Επισκόπηση της Νεοελληνικής Ιστορίας</i>, (1994), Αθήνα, εκδ. Θεμέλιο.</p> <p>-Λουκάς Αξελός, <i>Ρήγας Βελεστενλής. Σταθμοί και όρια στη διαμόρφωση της εθνικής και κοινωνικής συνείδησης στην Ελλάδα</i>, (2006), Αθήνα, εκδ. Σταχαστής.</p> <p>-F. Braudel, <i>Civilisation materielle, economie et capitalisme, XV<sup>e</sup>-XVIII<sup>e</sup> siecle</i>, t. I, 1979, Paris.</p>	

<b>INTERCULTURAL EDUCATION – TEACHING APPLICATIONS</b>	
Lecturer's Name: Leda Stergiou	
Course Code: ΠΝΕ141	Semester: II
Study Year: 1 <sup>st</sup>	Course Level: First
ECTS: 4	Teaching credits: 3
Course category: Compulsory	
Course Language: Greek	
<b>Course Content</b>	
<p>The course focuses on the pedagogical and didactic approximation of a multicultural class or a "homogeneous" class in a multicultural setting. The emergence of prejudice in early childhood and the objectives of pedagogy against prejudice are discussed along with different ways of stereotype and prejudice recognition at the kindergarten as well as methods for their elimination. Another point discussed is related with the management of the differences between race, gender and culture: Pedagogical tools are proposed for supporting diversity, equal and individualized educational treatment, the cultivation of self-esteem, conscience and critical thinking. Finally, emphasis is put on the importance of the relationship between (foreign) parents and the kindergarten and methods for their approximation and involvement in the educational process are discussed.</p>	
<b>Teaching Method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Group discussions</li> <li>➤ Projections</li> <li>➤ Short individual and/or group projects</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment Method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Derman Sparks L., (2006) <i>Καταπολεμώντας τις προκαταλήψεις. Παιδαγωγικά εργαλεία</i>, (μτφρ.) Χουντουμάδη, Μόρφη, Αθήνα, Κέντρο Παιδαγωγικής και Καλλιτεχνικής Επιμόρφωσης «Σχεδία».</p> <p>-Aluffi Pentini A., (2005), <i>Διαπολιτισμικό Εργαστήριο</i>, Αθήνα: Ατραπός.</p> <p>-ΕΑΔΑΠ, (2004) <i>Μαζί. Παιδαγωγοί και γονείς στο διαπολιτισμικό σχολείο</i>, Αθήνα: Τυπωθήτω, Γ. Δαρδανός.</p> <p>-Tiedt P.L., Tiedt I.M., (2006), <i>Πολυπολιτισμική Διδασκαλία</i>, Αθήνα: Παπαζήσης.</p> <p>-Byram M., Nichols A., Stevens D., (2001), <i>Developing Intercultural Competence in Practice</i>, Clevedon: Multilingual Matters LTD.</p>	

<b>INTRODUCTION TO CHILDREN'S PSYCHOPATHOLOGY- SPECIAL EDUCATION</b>	
Lecturer's Name: Dimitris Sarris	
Course Code: ΠNE224	Semester: II
Study Year: 1 <sup>st</sup>	Course Level: First
ECTS: 4	Teaching credits: 3
Course category: Compulsory	
Course Language: Greek	
<b>Course Content</b>	
The course deals with nosographic entities in the field of Psychopathology and Special Education. Specifically:	
<ol style="list-style-type: none"> <li>1. Epistemology in the field of psychopathology and special education.</li> <li>2. Autism: epistemology and therapeutic approach.</li> <li>3. Neuroses and phobias in early childhood.</li> <li>4. Special Education: Epistemology and contemporary trends.</li> </ol>	
<b>Teaching Method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Tutorials and lab tutorials in groups</li> <li>➤ Practice in schools</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials and lab tutorials	13
Practice in schools	13
Study for course preparation	20
Compulsory assignment preparation	10
Collaboration with tutor	3
Exam Preparation	40
Total hours	125
<b>Assessment Method</b>	
Compulsory assignment	20%
Written exams	80%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Πολυχρονοπούλου, Σ. (1995). <i>Παιδιά και έφηβοι με ειδικές ανάγκες και δυνατότητες</i>. Αθήνα: Αυτοέκδοση.</p> <p>-Δελασσούδας, Λ. (2003). <i>Εισαγωγή στην ειδική παιδαγωγική. Τόμος Α', σχολική ένταξη ατόμων με ειδικές ανάγκες</i>. Αθήνα: Ατραπός.</p> <p>-Κάκουρος, Ε., &amp; Μανιαδάκη, Κ. (2002). <i>Ψυχοπαθολογία παιδιών και εφήβων: αναπτυξιακή προσέγγιση</i>. Αθήνα: Τυπωθήτω.</p> <p>-Σαρρής, Δ. (2004). <i>Ο ρόλος του παραμυθιού και της μαριονέτας στην αντιμετώπιση των μαθησιακών δυσκολιών. Γνωστική και ψυχαναλυτική προσέγγιση</i>. Αθήνα: "Άνθρωπος".</p> <p>-Campbell, S. (2002). <i>Behavior problems in preschool children Clinical and Developmental Issues</i>. New York: The Guilford Press.</p>	

<b>THEATRE EDUCATION I</b>	
Lecturer's Name Ekaterini Karamirtrou	
Course Code PINE421	Semester II
Study Year 1 <sup>st</sup>	Course Level First
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<p>The multi-dimensional and cultural significance of Theatre in Education. Theories of Theatre-Origins, birth, definition and historical course of Theatre. From Homeric Poetry up to folk songs.</p> <p>I. Aischylos – Sophokles – Euripides and Aristophanes (Attic Comedy), II. Commedia dell' Arte. III. Elizabethan Theatre and William Shakespeare. IV. French Classicism and Moliere. V. Cretan Theatre VI. The Theatre of New-Hellenic Enlightenment and Nineteenth Century VII. The bourgeois drama. VIII. The Theatre of middle-war. IX. American Theatre. X. The “absurd” and all the contemporary strains in world Theatre. XI. The post-war Hellenic Theatre. XII. The theory of depicted Symbols-theatricality and the spectacular. XIII. Sociological approaches to Theatre. XIV. The Action-model of A. Greimas. XV. From “sacred” into “cosmic” and reversely – Myth and text. “Peripeteia” (“adventure”) and future of Theatrical Myth. XVI. Limits of narration – presuppositions of Drama. XVII. On “modernism” in dramaturgy. XVIII. Theatre space and concepts of dramaturgy. XIX. From “children’s Theatre” to “Theatre for juvenile Spectators”. XX. Play-writing for children and young audience. XXI. Typology of juvenile spectators. XXII. Workings of reception of the scenic show. XXIII. Forms of theatrical animation. XXIV. Teaching of Theatre-Theatre as a Cultural commodity and a compound artistic creation-Original dramatic production. XXV. Methodology of interpretation and analysis of dramatic texts. XXVI. Dramatization-Improvisation – Speech education “Dromena” – Epic, popular stories and fairy-tales – Punch (Karagiose) – Puppet Show – Folk Songs.</p>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Short individual and group assignments</li> <li>➤ Lab tutorials in groups</li> </ul>	
<b>Students' workload (hours)</b>	
Lectures	39
Tutorials	15
Lab tutorials	30
Study for course preparation	20
Collaboration with tutor	3
Exam Preparation	48
Total hours	150
<b>Assessment method</b>	
Optional assignment	50%
Oral exams with assignment	50%
Oral exams without assignment	100%
Research assignment for ERASMUS students	20%
Written exams with assignment for ERASMUS students	80%
<b>Selected Bibliography</b>	
<p>-Πλάτων, <i>Ιππίας και Θεαίητος ή Περί Επιστήμης</i>, εκδ. Ζήτηρος, Θεσσαλονίκη.</p> <p>-Γραμματάς Θ., <i>Θέατρο και Παιδεία, Νεράιδες</i>, Αθήνα 1998 (Γ' Έκδοση).</p> <p>-Πούχνερ Β., <i>Ελληνική Θεατρολογία</i>, Εταιρεία Θεάτρου Κρήτης, <i>Κρητική Θεατρική Βιβλιοθήκη Β</i>, Αθήνα 1988.</p> <p>-Πατσαλίδης Σ., <i>Εν/τάσεις και Δια/στάσεις. Η Ελληνική Τραγωδία και η Θεωρία του Εικοστού Αιώνα</i>, Τυπωθήτω, Αθήνα 1997.</p> <p>-Lesky A., <i>Ιστορία της Αρχαίας Ελληνικής Λογοτεχνίας</i>, μετάφραση Α. Τσοπανάκη, Θεσσαλονίκη 1964.</p> <p>-Steiner G., <i>The Death of Tragedy</i>, Faber&amp; Faber, London 1961.</p> <p>-Romilly J.de, <i>L' Evolution de Pathetique d' Aschyle á Euripide</i>, Presses Universitaires De France, Paris 1961.</p> <p>-<i>Le Tragedie Grecque</i>, Presses Universitaires De France, Paris 1970.</p>	

<b>SOCIAL PSYCHOLOGY</b>	
Lecturer's Name: Artemis Giotsa	
Course Code: ΠΝΥ 205	Semester: III
Study Year: 2 <sup>nd</sup>	Course Level: Second
ECTS: 4	Teaching credits: 3
Course category: Compulsory	
Course Language: Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Subject and methods of Social Psychology</li> <li>2. Disciplines related to Social Psychology.</li> <li>3. Attitudes. The three dimensions of attitudes. Attitudes and behavior. Assessment of attitudes. Theories of attitudes.</li> <li>4. Change of attitude. Source of the message. The message. The aim. The conditions.</li> <li>5. The team. Definitions and features of the team. Team evolution stages. Factors affecting team stages. Theories of team dynamics.</li> <li>6. Social influence. The compliance with and obedience to the team.</li> <li>7. Learning. Social accommodation/facilitation. Individual and team learning. The polarization phenomenon in a team. Cooperation and competition.</li> <li>8. Roles within the team. The leader's role. Features and countenance of the leader. Structure and communication within the team. Social force. Theories of the leader's role. The sociogram.</li> <li>9. The intercultural dimension in Social Psychology.</li> <li>10. Prejudice and intra-team relationships. Prejudice, stereotypes and discrimination. The causes of prejudice and intra-team conflict. Prejudice abatement and intra-team relationship enhancement.</li> <li>11. Interpersonal relations. Motivation and effects of social relations. Interpersonal appeal. Friendly relationships. Interaction and social relations in the classroom. Interaction and communication between teachers and students. Peer relations in school space.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures - short individual and group assignments</li> <li>➤ Group tutorials</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials	13
Study for course preparation	3
Collaboration with tutor	40
Exam Preparation	40
Total hours	122
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
Oral exams	100%
<b>Selected Bibliography</b>	
<p>-Γεώργας, Δ., (1999), <i>Κοινωνική Ψυχολογία</i>, Αθήνα: Αυτοέκδοση.</p> <p>-Κοκκινάκη, Φ., (2005), <i>Κοινωνική Ψυχολογία. Εισαγωγή στη μελέτη της κοινωνικής συμπεριφοράς</i>, Αθήνα: Τυπωθήτω-Γιώργος Δαρδανός.-Ναυρίδης, Κλ., (2005), <i>Ψυχολογία των ομάδων</i>, Αθήνα: Εκδόσεις Παπαζήση.</p> <p>-Παπαστάμου, Στ., (2001), <i>Εισαγωγή στην Κοινωνική Ψυχολογία</i>. Αθήνα: Ελληνικά Γράμματα.</p> <p>-Miell, D. &amp; Dallos, R. (2007), <i>Διαπροσωπικές σχέσεις, μια συνεχής αλληλεπίδραση</i> (επιμ. Αικ. Γκαρή), Αθήνα: Ελληνικά Γράμματα</p>	

<b>LITERARY THEORY</b>	
Lecturer's Name: Ifigenia Triantou	
Course Code: ΠΝΥ 405	Semester: III
Study Year: 2 <sup>nd</sup>	Course Level: Second
ECTS: 4	Teaching credits: 3
Course category: Compulsory	
Course Language: Greek	
<b>Course Content</b>	
<p>General introduction to the literary theory. Basic concepts and conditions for the appreciation of the special function of literature.</p> <p>The linguistic theory of F. de Saussure and the transition from general linguistics to literature.</p> <p>The Russian avant-garde in art and basic principles of the Russian formalism.</p> <p>Vladimir Propp and the approximation of the folk fairytale, according to the principles of the formalism.</p> <p>Morphology, transformations and historical roots of the fairytale, according to V. Propp. The structure of the fairytale, the functions and narrative sequences as fundamental organization of every literary narrative.</p> <p>Specificity of the fable, according to Claude Levi-Strauss. The relationship between "phonology" and the language of fables. Critical contrasts and symbolic function. Horizontal and vertical treatment of the fable.</p> <p>Trends in contemporary narratology: Depth structures and surface structures.</p> <p>A.J. Greimas, "Structural Semantics" and semiotics.</p> <p>Gerard Genette and the contemporary critical theory of the narrative. Techniques of the narrative.</p> <p>Examples of text analysis based on various traditional and modern texts.</p>	
<b>Teaching Method</b>	
➤ Lectures - short individual and group assignments	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Propp, Vladimir: <i>Morphologie du conte</i>, Poétique, Seuil, Paris, 1970. Ελλ. μτφρ. Παρίση, Αρ.: <i>Μορφολογία του παραμυθιού. Η διαμάχη με τον Κλωντ Λέβι-Στρως και άλλα κείμενα</i>, Αθήνα, Καρδαμίτσα, 1987.</p> <p>-Καψωμένος, Ε.Γ.: <i>Αφηγηματολογία, Θεωρία και μέθοδοι ανάλυσης της αφηγηματικής πεζογραφίας</i>, Αθήνα, Πατάκης, 2003.</p> <p>-Ροντάρι, Τζάνι : <i>Γραμματική της φαντασίας, Εισαγωγή στην τέχνη να επινοείς ιστορίες</i>, Μεταίχμιο, 2001.</p> <p>-Adam, Jean-Michel: <i>Les Textes: Types et prototypes. Récit, Description, Argumentation, Explication et Dialogue</i>, Paris, Nathan, 1992. Ελλ. μτφρ. Παρίσης, Γιάννης: <i>Τα κείμενα: τύποι και πρότυπα: αφήγηση, περιγραφή, επιχειρηματολογία, εξήγηση και διάλογος</i>, Αθήνα, Πατάκης, (α' εκδ.) 1999.</p> <p>-Genette, Gérard : <i>Discours du récit: essai de méthode, Figures III</i>, Seuil / Poétique, Paris 1972.</p>	

<b>THE DISCIPLINE OF ART AND FINE ARTS</b>	
Lecturer's Name Dimitrios Ratsikas	
Course Code NY508α	Semester III
Study Year 2 <sup>nd</sup>	Course Level Second
ECTS 4	Teaching credits 3
Course category Compulsory	
Course Language Greek	
<b>Course Content</b>	
<p>Artistic thinking and practice. Theory of science and art. The discipline of art and experimental Aesthetics and Drawing. The two dimensions of Art. The disciplines involved in Art: Psychophysiology, Geometry, Mathematics. The meaning of symbols and elements. The interpretation of artistic work. Exercises and applications, water-based drawing. The discipline of art is the best one could find in a course on fine arts. It expands the theoretical and expressive tools, creates those firm bases that provide answers to the fundamental questions concerning the mystery of creative art. Particular emphasis is put on the problem of expression. The great teachers of modern art, Cézanne, Van Gogh, Picasso, Bohnard and other equally important artists ultimately wanted to show us what they saw. Their attempts expressed the beauty, being trustful on their own creative forces. Through exercises and applications we better understand the difficulties and their struggle for free expression. Naturalistic drawing and the work of P. Cézanne. The importance of naturalistic exercises, their experimental character, their didactic character and pedagogical role.</p>	
<b>Teaching Method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures, discussions</li> <li>➤ Tutorials and lab tutorials on individual and group level</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials and lab tutorials	13
Study for course preparation	5
Collaboration with tutor	40
Exam Preparation	40
Total hours	124
<b>Assessment Method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Γκλυντ Τομας – Ανζελ Σιλικ, Η ψυχολογία του Παιδικού σχεδίου εκδ. Καστανιώτη, Αθήνα 1997.          -Κ.Δ. Αλεξοπούλου, Γενική Φυσική, Τόμος Πέμπτος, βιβλιοπωλείο Κοκοτσάκη, Αθήνα 1992.          -Nicos Hadjinikolaou, Histoire de l' art et lutte des classes, εκδ. Francois maspero Paris 1978.          -Βασίλη Καντίνσκι, Το πνευματικό στην Τέχνη. Εκδόσεις Νεφέλη.          -Yves Le Grand, «Optique physiologique» Tome II Lumiere – coulenus. Εκδ. Masson E-cie Editeurs Paris 1972.          -Rudolf Arnheim, Τέχνη και Οπτική αντίληψη, Εκδ. Θεμέλιο, 2004.</p>	



<b>HEALTH EDUCATION I</b>	
Lecturer's Name: Vasilis Koutras	
Course Code: ΠΝΥ425	Semester: IV
Study Year: 2 <sup>nd</sup>	Course Level: Second
ECTS: 3	Teaching credits: 3
Course category: Compulsory	
Course Language: Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. What is Health Education (HE) and Health Pre-education.</li> <li>2. HE and Medicine.</li> <li>3. Political and social dimensions of HE.</li> <li>4. Early childhood education as a promoting factor of health.</li> <li>5. The incorporation of HE in the early childhood education curriculum.</li> <li>6. Factors affecting children's attitudes to health issues.</li> <li>7. Health and nutrition – Eating disorders.</li> <li>8. HE in cardiovascular disease prevention.</li> <li>9. HE in cancer prevention.</li> <li>10. Smoking, alcohol and health.</li> <li>11. Health and the environment.</li> <li>12. HE in genetic disease prevention.</li> <li>13. Sexual education, sexually transmitted diseases, AIDS.</li> <li>14. HE in tooth care.</li> <li>15. Traffic education and accidents.</li> <li>16. Factors affecting children's attitudes to health issues.</li> <li>17. Emotional education for children.</li> <li>18. Factors of danger, protective factors for children's psychosocial health.</li> <li>19. Bereavement and loss management in children.</li> <li>20. Family conflicts management.</li> <li>21. Emotional management in children.</li> <li>22. Fear management in children.</li> <li>23. Limit specification and help in problem resolution.</li> <li>24. Self-care emotional enhancement, self-image, self-esteem.</li> <li>25. Emotional education strategies.</li> <li>26. Attitude and behaviour change models in HE.</li> <li>27. HE methods and techniques in children.</li> <li>28. Health-promoting school.</li> <li>29. HE program assessment.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Short individual and group assignments</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	30
Collaboration with tutor	5
Exam Preparation	40
Total hours	114
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Αθανασίου Κ. (2007), <i>Αγωγή Υγείας</i>, Αθήνα: Εκδόσεις Γρηγόρη.</p> <p>-Γκούβρα Μ, Κυριδής Α, Μαυρικάκη Ε. (2003) <i>Αγωγή Υγείας και Σχολείο</i>. Αθήνα, Τυπωθήτω: Γ. Δαρδανός.</p> <p>-Τριχόπουλος Δ, Καλαποθάκη Β, Πετριδου Ε, (2000) <i>Προληπτική Ιατρική και Δημόσια Υγεία.</i>, Αθήνα: Εκδόσεις ΖΗΤΑ.</p>	

-Τούντας Γ. (2000) *Κοινωνία και Υγεία*, Αθήνα : Εκδόσεις Οδυσσέας.  
-Glanz K., Lewis F. M. Rimer B. (*Health Behaviour and Health Education: Theory, Research, and Practice*, Jossey-Bass, Inc. Pub.

<b>MYTH AND MYTHOLOGY</b>	
Lecturer's Name: P.D. 407/80	
Course Code: ΠNE443	Semester: IV
Study Year: 2 <sup>nd</sup>	Course Level: Second
ECTS: 4	Teaching credits: 3
Course category: Compulsory	
Course Language: Greek	
<b>Course Content</b>	
<p>The meaning and the content of myths. Their origin and reasons for their creation. Brief reference to the course of human mythical thinking from pre-historic until modern and contemporary times. Myth forms and levels. Myth and allegory. Myth and Discourse. Myth and History. Myth and Art. Myth and Religion. The radiance of Greek Mythology. The world of gods and the world of heroes. Ancient Greek Literature and the fine arts as source of myths. Mythologies of other nations. Parallel themes and patterns. Modern and contemporary mythical narratives. Viewpoint and content of the folklore. The mythical context of traditional and contemporary living. Myth and folk narratives. Myths, fairytales, traditions, proverbs, riddles, folk songs. Myth hermeneutics: ritualistic and functional interpretation, structural and Freudian analysis. The mythicisation of the past as a bonding element of the team. Rationalism and the contemporary aspect of myths. Demythicisation of life and "re-mythicisation" of everyday life. Contemporary myths. The pedagogical value of myths and their use in the educational process.</p>	
<b>Teaching method</b>	
➤ Lectures and short individual and group assignments	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Κακριδής Ι. Θ., (επιμ.), <i>Ελληνική Μυθολογία</i>, τόμοι 5, (1986), Αθήνα: Εκδοτική Αθηνών.          -Grimal, Pierre, <i>Λεξικό της Ελληνικής και Ρωμαϊκής Μυθολογίας</i>, επιμ-μετ. Β. Άτσαλος, (1991), Θεσσαλονίκη: Univ. Studio Press.          -Ruthven K. K., <i>Ο Μύθος</i>, μετ. Ιουλιέττα-Ράλλη – Καίτη Χατζηδήμου, (1977), Αθήνα: Ερμής.          -Μ. Γ. Μερακλής, <i>Εντεχνος Λαϊκός Λόγος</i>, σσ.191-206, (1993), Αθήνα: εκδ. Καρδαμίτσα.          -Μήττα Δήμητρα, <i>Απολογία για το μύθο</i>, (1997), Θεσσαλονίκη: Univ. Studio Press.          -J. E. Harisson, <i>Τελετουργικά δρώμενα στην Αρχαία Ελλάδα</i>, (1999), Αθήνα: εκδ. Ιάμβλιχος.          -G. S. Kirk, <i>The Nature of Greek Myths</i>, (<sup>2</sup>1990), Penguin Books Ltd</p>	

<b>TEACHING MATHEMATICS I</b>	
Lecturer's Name: Maria Kadrimidou & Xenia Vamvakoussi	
Course Code: NY106α	Semester: V
Study Year: 3 <sup>rd</sup>	Course Level: Second
ECTS: 4	Teaching credits: 3
Course category: Compulsory	
Course Language: Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Mathematics and Education <ul style="list-style-type: none"> <li>• The nature of Mathematics (Plato, Aristoteles, Logicism, Formalism, Lacatus).</li> <li>• Views on Mathematics and Education.</li> <li>• Mathematics and thinking processes (subtraction-generalisation, grouping-classification, deductive processes, problem resolution_</li> <li>• Mathematical concepts and processes.</li> </ul> </li> <li>2. Learning theories and Mathematics <ul style="list-style-type: none"> <li>• Teaching mathematical structures (Bruner and Dienes).</li> <li>• Discovering the structure of the problem (Gestalt).</li> <li>• Constructing structures (Piaget).</li> <li>• Beyond structures (Vygotsky).</li> </ul> </li> <li>3. Concepts of Math didactics <ul style="list-style-type: none"> <li>• Didactic transformation</li> <li>• Didactic contract.</li> <li>• Didactic – Non-didactic situation.</li> <li>• Topaze and Jourdain phenomena.</li> <li>• Post-didactic mistake.</li> <li>• Context game and Dialectics, Tool/Object</li> </ul> </li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Lab tutorials in groups</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Lab tutorials	13
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Written exams	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
-Bishop, A., Clements, K., Keitel. Ch., Kilpatrick, J., Laborde. C. (1996). <i>International Handbook of Mathematics Education</i> . Dordrecht: Kluwer Academic Publishers. -Βοσνιάδου, Σ. (επιμ.). (1995). <i>Η ψυχολογία των Μαθηματικών</i> . Αθήνα: Gutenberg. -Brousseau, G. (1997). <i>Theory of Didactical Situations in Mathematics</i> . Dordrecht: Kluwer Academic Publishers. -Davis, P. & Hersh, R. (1980). <i>Η μαθηματική Εμπειρία</i> . Αθήνα: Τροχαλία. -Hughes, M. (1996). <i>Τα παιδιά και η έννοια των αριθμών</i> . Αθήνα: Gutenberg. -Πατρώνης, Τ. (2001). <i>Θεμελιώδεις μαθηματικές έννοιες και παιδική σκέψη</i> . Αθήνα: Δίπτυχο.	

<b>PRESCHOOL PEDAGOGY – CONTEMPORARY TEACHING PROPOSALS</b>	
Lecturer's Name: Maria Sakellariou	
Course Code: ΠΝΥ130	Semester: V
Study Year: 3 <sup>rd</sup>	Course Level: Second
ECTS: 4	Teaching credits: 3
Course category: Compulsory	
Course Language: Greek	
<b>Course Content</b>	
<p>The course consists of three basic thematic modules: <b>a.</b> Early childhood education and contemporary didactic approaches. <b>b.</b> Special issues, Problems-Pedagogical potentiality of the kindergarten and <b>c.</b> Social approaches to learning.</p> <p>Specifically, the course examines different types of pedagogical plans and teaching proposals and programs, the prospect of inter-curricular learning in Early Childhood education, teaching and methodological views on the socio-pedagogic task of the kindergarten, the Curriculum in the context of Social Pedagogy. Also, school preparation at the kindergarten and transition problems from the kindergarten to primary school are discussed. Also, topics related to religious education in intercultural preschool learning environments (theoretical and empirical approaches), as well as topics concerning early childhood teacher training for better parent-teacher communication and cooperation. Emphasis is paid on basic theoretical principles and approaches for school-family cooperation, as well as on studies concerning the effect of parent involvement in early childhood education programs. Finally, teaching proposals for the enhancement of school-family cooperation are discussed and applied cooperation programs are presented, such as Arlington's and PAT (Parents as Teachers) programs. The third core course module focuses on the multi-dimensional field of Social Learning and its exploitation for the pedagogical task of the kindergarten.</p>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures and short individual and group assignments</li> <li>➤ Discussion, video projection, group tutorials</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	36
Tutorials (group work, video projection)	30
Study for course preparation	5
Collaboration with tutor	24
Exam Preparation	40
Total hours	135
<b>Assessment method</b>	
Compulsory assignment	30%
Written exams	70%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Πανταζής, Σ.Χ. &amp; Σακελλαρίου, Μ.Ι., <i>Προσχολική Παιδαγωγική: Προβληματισμοί – Προτάσεις</i>, (2005), Αθήνα: Ατραπός.</p> <p>-Σακελλαρίου, Μ., <i>Συνεργασία Οικογένειας και Νηπιαγωγείου: Θεωρία - Έρευνα - Διδακτικές Προτάσεις</i>, (2008), Αθήνα: Ατραπός.</p> <p>-Goehlich, M., <i>Παιδοκεντρική διάσταση στη μάθηση</i>, Εισαγωγή-Επιμέλεια: Χρυσσαφίδης, Κ., μτφρ. Νούσια, Ε., (2003), Αθήνα: Τυπωθήτω – Γιώργος Δαρδανός.</p> <p>-Sakellariou, M., <i>Parent's attitude towards Nursery School and its correlation with their sociological characteristics</i>, Proceeding of the Mid Term, Conference of the Research Committee on Inter national Sociological Association, Nicosia, Cyprus, (2007), 309-319.</p> <p>-Christenson, J.L. &amp; Sheridan, S.M., <i>Schools and families: Creating essential connections for learning</i>, (2001), W.Y.: The Guilford Press.</p> <p>-Σακελλαρίου, Μ. &amp; Αρβανίτη, Ε., <i>Πολυπολιτισμικότητα και Θρησκευτική Αγωγή στην Προσχολική και Πρωτοσχολική Εκπαίδευση. Μια ερευνητική προσέγγιση</i>, στο Σταυριανός, Κ.(επιμ.) <i>Η Θρησκευτική Αγωγή στην Πρωτοβάθμια Εκπαίδευση: Προοπτικές και Προβληματισμοί</i>, (2008), Αθήνα: Γρηγόρης, 89-132.</p>	

<b>SCIENCE EDUCATION AT PRESCHOOL I</b>	
Lecturer's Name: Katerina Plakitsi	
Course Code: ΠNE148	Semester: V
Study Year: 3 <sup>rd</sup>	Course Level: Second
ECTS: 4	Teaching credits: 3
Course category: Compulsory	
Course Language: Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. The aims of Science Education.</li> <li>2. Methodology of Science Education.</li> <li>3. Scientific method processes and their application in early childhood education.</li> <li>4. Learning theories in Science Education.</li> <li>5. Didactic Models for Science Education.</li> <li>6. Curricula for Science Education.</li> <li>7. Teaching assessment in Science Education.</li> <li>8. Teaching examples of Science Education.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures - Short individual and group assignments</li> <li>➤ Lab tutorials in groups</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Lab tutorials	26
Study for course preparation	26
Collaboration with tutor	5
Exam Preparation	40
Total hours	123
<b>Assessment method</b>	
Compulsory lab tutorial	30%
Optional assignment	10%
Written exams with assignment	60%
Written exams without assignment	70%
Research assignment for ERASMUS students	70%
Compulsory lab tutorial for ERASMUS students	30%
<b>Selected Bibliography</b>	
<p>-American Association for the Advancement of Science (AAAS), (1990), <i>Project 2061: Science for All Americans</i>, Oxford University Press. (<a href="http://www.project2061.org">http://www.project2061.org</a>).</p> <p>-Roth, W. M. (1995). <i>Authentic school science: Knowing and learning in open-inquiry science laboratories</i>. Dordrecht, Netherlands: Kluwer Academic Publishing.</p> <p>-Unesco, (1993), <i>Project 2000+ Science and Technology Education for All</i>. (<a href="http://www.ddc2000.com/products/s2k_s&amp;s.htm#u51">http://www.ddc2000.com/products/s2k_s&amp;s.htm#u51</a>).</p> <p>-Πλακίτση Κατερίνα, (2007) (προς εκτύπωση). <i>Διδακτική των Φυσικών Επιστημών στην προσχολική και πρώτη σχολική ηλικία: Σύγχρονες τάσεις και προοπτικές</i>. Αθήνα, Εκδόσεις Πατάκη, σ. xxx.</p> <p>-Ραβάνης, Κ. (2003). <i>Οι Φυσικές Επιστήμες στην Προσχολική Εκπαίδευση</i>, Τυπωθήτω, Αθήνα.</p>	

<b>PHILOSOPHY OF EDUCATION I</b>	
Lecturer's Name: Charalambos Apostolopoulos	
Course Code: ΠΝΥ410	Semester: V
Study Year: 3 <sup>rd</sup>	Course Level: Second
ECTS: 4	Teaching credits: 3
Course category: Compulsory	
Course Language: Greek	
<b>Course Content</b>	
<p>A) Systematic and methodological approach</p> <ul style="list-style-type: none"> <li>• The notion and structure of Philosophy. Approaching the notion of Education. The relationship between Pedagogy and Ethics. Anthropology and education. Kant's questions. Rationalism, anti-rationalism, empiricism. Kant's critical transcendental arguments and "Copernican turn". The dialectics of temporally specific and diachronic in Pedagogy.</li> <li>• The horizon of contemporary philosophical problematics: European Nihilism (Nietzsche). Philosophy of Life (Existentialism, Phenomenology) versus Positivism (Historicism – Technocratic thinking). The theory of Person: Buber and Kierkegaard.</li> <li>• The study of the Philosophy of Education in Greece. Degeneration and decay symptoms in Greek society.</li> </ul> <p>B) Historical Tradition</p> <ul style="list-style-type: none"> <li>• The Greek Paideia. Hellenism (Platonism) and Christianity.</li> <li>• The pedagogical character of paedophilia in Ancient Greeks.</li> <li>• The Enlightenment of the sophists and the evolution of rhetoric into a system of Education. Isocrates: "Against the Sophists" and "Antidosis", especially §§ 180-192 and 261-290. The conflict between Isocrates and Plato about the notion of proper Education and Philosophy. "Anti-Plato. The philosophical establishment of rhetoric in Isocrates". Humanism, humanistic education.</li> <li>• General and technical use of the pre-platonic term "philosophy". The meaning of Platonic Metaphysics. Analysis of characteristic philosophic-educational texts from Plato with emphasis on "The Republic" and "The Laws".</li> <li>• Pedagogical didactics in ancient writers, in general.</li> </ul>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Short individual and group assignments</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Albert Reble, <i>Ιστορία της Παιδαγωγικής</i>, Αθήνα 2005 (1990), Εκδ. Παπαδήμα Αθανάσιος Βερτσέτης, <i>Η Παιδαγωγική- Διδακτική στους Αρχαίους συγγραφείς</i>, Αθήνα 2002.</p> <p>-Herwig Blankertz, <i>Die Geschichte der Pädagogik. Von der Aufklärung bis zur Gegenwart</i>, Wetzlar 1982.</p> <p>-Πλάτωνος <i>Πολιτεία</i>, Μετ. Γεωργούλη, Εκδ. Ι. Σιδέρη, (Ανδρέας Σιδέρης – Ιωάννης Σιδέρης Ο.Ε.), Αθήνα 2000.</p>	

<b>EDUCATIONAL MANAGEMENT &amp; ADMINISTRATION</b>	
Lecturer's Name: Thomas Bakas	
Course Code: ΠNE143	Semester: VI
Study Year: 3 <sup>rd</sup>	Course Level: Fourth
ECTS: 4	Teaching credits: 3
Course category: Compulsory	
Course Language: Greek	
<b>Course Content</b>	
The topics examined in the course are the following:	
<ol style="list-style-type: none"> <li>1. Introduction to Educational Administration.</li> <li>2. Design and planning in Education.</li> <li>3. Decision-making in Education.</li> <li>4. The organization of the educational system.</li> <li>5. Leadership and administration in education.</li> <li>6. Control in the educational system.</li> <li>7. The staff in Education</li> <li>8. The educator as civil servant.</li> <li>9. Administrative activities in the school unit.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Short individual and group assignments</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Everard, K. B., &amp; Morris, G. (1999). <i>Αποτελεσματική Εκπαιδευτική Διοίκηση</i> (μτφρ. Δ. Κίκιζας). Πάτρα: Ελληνικό Ανοικτό Πανεπιστήμιο.</p> <p>-Hoy W. and Miskel C., (1987), <i>Educational Administration: Theory Research and Practice</i>, Lane Akers, Inc, New York.</p> <p>-Δερβίσης Στ., (1989), <i>Ιστορία, Οργάνωση και Διοίκηση της Νεοελληνικής Εκπαίδευσης</i>, Θεσσαλονίκη.</p> <p>-Πουλής Π., (2001), <i>Εκπαιδευτικό Δίκαιο και Θεσμοί</i>, εκδ. Σάκκουλα, Θεσσαλονίκη.</p> <p>-Σαϊτής Χ., (2005). <i>Οργάνωση και Διοίκηση της Εκπαίδευσης-Θεωρία και Πράξη</i>. Αθήνα.</p>	



<b>ICT (INFORMATION &amp; COMMUNICATION TECHNOLOGY) IN EDUCATION</b>	
Lecturer's Name: Jenny Pagge	
Course Code: ΠΝΥ308	Semester: VI
Study Year: 3 <sup>rd</sup>	Course Level: Third
ECTS: 5	Teaching credits: 3
Course category: Compulsory	
Course Language: Greek	
<b>Course Content</b>	
This course deals with advanced uses of ICT in Education beyond the introductory knowledge of the use of computers and new technologies. Specifically it includes:	
<ol style="list-style-type: none"> <li>1. Programming languages.</li> <li>2. Introduction to Pascal programming language.</li> <li>3. The Internet.</li> <li>4. Educational website construction.</li> <li>5. Introduction to educational technology.</li> <li>6. Use of educational technology.</li> <li>7. Copyright, new technologies and the Internet.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Short individual and group assignments</li> <li>➤ Lab tutorials in groups etc.</li> <li>➤ Two-week kindergarten practice</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Lab tutorials	13
Study for course preparation	40
Compulsory kindergarten practice	40
Kindergarten practice-related assignment preparation	10
Collaboration with tutor	3
Exam Preparation	40
Total hours	172
<b>Assessment method</b>	
Compulsory kindergarten practice-related assignment	20%
Written exams with assignment	80%
Oral exams	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
-Παγγέ Τ. (2005). <i>Εισαγωγή στη γλώσσα Προγραμματισμού Pascal</i> . εκδ. Πέρσωνα. Αθήνα.	
-Παγγέ Τ. (2008). <i>Εκπαιδευτική Τεχνολογία</i> . Πανεπιστήμιο Ιωαννίνων. Ιωάννινα.	
-Παγγέ Τ. (2002). <i>Θέματα στο διαδίκτυο Προσχολικής και Πρωτοσχολικής ηλικίας</i> . εκδ. Σύγχρονη Εκπαίδευση. Αθήνα.	
-PASCAL - <i>User Manual and Report ISO Pascal Standard</i> , Kathleen Jensen and Niklaus Wirth, Springer Verlag 1991 ISBN 0-540-97649-3, 226 pages.	
-Douglas E Comer (2006), <i>The Internet Book: Everything You Need to Know About Computer Networking and How the Internet Works</i> (4th Edition) Eds. Prentice Hall.	

<b>CHILDREN'S LITERATURE</b>	
Lecturer's Name: Marianna Spanaki	
Course Code: NY418α	Semester: VI
Study Year: 3 <sup>rd</sup>	Course Level: Third
ECTS: 4	Teaching credits: 3
Course category: Compulsory	
Course Language: Greek	
<b>Course Content</b>	
<p>The course deals with approaches to children's literature, children's fiction and poetry for children. It focuses mostly on two thematic areas: the relationship of ideology to children's literature and Greek poetry for children. The first part of the course will discuss the analysis and interpretation of children's literature texts in terms of ideology. It will refer to theories and approaches to literary criticism with regard to ideology and children's literature and it will focus on the relationship between children's literature and Multiculturalism. It will trace ways through which ideology operates with reference to social, ethical and political criteria. It will examine how different discourses may influence the ideology inscribed in a children's literary text given the period it was written. Furthermore, the course will examine issues of ideology and illustration in children's literature. The second part will focus on poetry for children, and examine the relationship of poetry, rhyme and language playing, with regard to early childhood. Then the course will focus on trends in Greek poetry for children. It will refer to the most important representatives of children's poetry from G. Vizeynos to contemporary poets. Reference will be made to certain types of poetry (limerick, free verse, narrative, dramatic poems, and so forth) and the discussion will focus on contemporary editions of poetry for children. The course will also investigate the organization and the running of the school library and will discuss the use of children's literature texts within the perspective of an interthematic /interdisciplinary early childhood school program .</p>	
<b>Teaching method</b>	
➤ Lectures - Short individual and group assignments – Group tutorials	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	18
Preparation of compulsory assignment	18
Compulsory visit to children's library	6
Collaboration with tutor	5
Exam Preparation	40
Total hours	126
<b>Assessment method</b>	
Compulsory assignment	10%
Written exams	90%
Research assignment for ERASMUS students	50%
Oral exams for ERASMUS students	50%
<b>Selected Bibliography</b>	
<p>-Κανατσούλη, Μ., <i>Ιδεολογικές Διαστάσεις της Παιδικής Λογοτεχνίας</i>, Αθήνα: Δαρδανός Τυπωθήτω 2000.          Kanatsouli, M., <i>Ideologikes Diastaseis tis Paidikis Logotechnias</i>, Athina: Dardanos Tipothito 2000.          Kanatsouli, M. <i>Ideology and Children's Literature</i>, Athens: Dardanos Tipothito 2000.          -Καρακίτσιος, Α. <i>Σύγχρονη παιδική Ποίηση</i>. Αθήνα: Σύγχρονοι Ορίζοντες 2002.          Karakitsios, A. <i>Sinhroni Paidiki Poiisi</i>, Athina: Sinhronoi Orizontes 2002.          Karakitsios, A. <i>Contemporary Children's Poetry</i>, Athina: Sinhronoi Orizontes 2002.          -Αναγνωστόπουλος, Β. <i>Ποίηση και Σχολείο</i>, Αθήνα: Πατάκης 1994.          Anagnostopoulos, B, <i>Poiisi kai Scholeio</i>, Athina: Patakis 1994.          Anagnostopoulos, B. <i>Poetry and School</i>, Athens: Patakis 1994.          -Norton, D. <i>Μέσα από τα μάτια ενός παιδιού. Παιδική Λογοτεχνία</i>, Θεσσαλονίκη: Επίκεντρο 2008.          Norton, D. <i>Mesa apo ta matia enos paidiou. Paidiki Logotechnia</i>, Thessaloniki: Epikentro 2008.          Norton, D. <i>Through the eyes of a child. Children's Literature</i>, Thessaliniki: Epikentro 2008.</p>	

<b>TEACHING APPLICATIONS I</b>	
Lecturer's Name: Maria Sakellariou	
Course Code: NY114α	Semester: VII
Study Year: 4 <sup>th</sup>	Course Level: Third
ECTS: 4	Teaching credits: 3
Course category: Compulsory	
Course Language: Greek	
<b>Course Content</b>	
<p>General Pedagogy and Learning: Conceptual demarcation and learning processes, relation and differentiation. Basic principles. Theoretical negotiation of teaching planning and design.</p> <p>The teaching method and its significance in the learning process. Contemporary teaching methods and forms.</p> <p>The Project method. The Project method in early childhood education. Interdisciplinary framework early childhood education curricula, critical consideration.</p> <p>Pedagogical work and experiential situations.</p> <p>Pedagogical work in kindergarten through event presentation and environment exploitation.</p> <p>Foreign children at the kindergarten and teaching proposals.</p>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures- short individual and group assignments</li> <li>➤ Tutorials and lab tutorials in groups etc.</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials	13
Lab tutorials	5
Study for course preparation	35
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<ul style="list-style-type: none"> <li>- Πανταζής Σ. (2003), <i>Η Παιδαγωγική εργασία στο νηπιαγωγείο</i>, Αθήνα: Gutenberg.</li> <li>- Πανταζής Σ. (2006), <i>Διαπολιτισμική αγωγή στο νηπιαγωγείο</i> Αθήνα: Αυτοέκδοση.</li> <li>- Κιτσαράς Γ.(2004), <i>Προγράμματα Διδακτικής Μεθοδολογίας Προσχολικής Αγωγής</i>, Αθήνα: Αυτοέκδοση.</li> <li>- Howard G. (2006), <i>Πώς το παιδί αντιλαμβάνεται τον κόσμο</i>, Αθήνα: Ατραπός.</li> </ul>	

<b>TEACHING APPLICATIONS II</b>	
Lecturer's Name: Maria Sekellariou	
Course Code: NY117α	Semester: VIII
Study Year: 4 <sup>th</sup>	Course Level: Third
ECTS: 6	Teaching credits: 3
Course category: Compulsory	
Course Language: Greek	
<b>Course Content</b>	
This course examines pedagogical and methodological issues. Teaching factors, teaching methods, teaching resources. Methodology. Theoretical discussion of the organization and planning of teaching: the importance of the teaching method in the learning process, contemporary teaching methods, teaching forms, the Project method. The Project method in early childhood education. Interdisciplinary framework of early childhood education curricula. Critical consideration. The importance and requirements of curriculum design. Curriculum design as teaching method.	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures- short individual and group assignments</li> <li>➤ Tutorials and lab tutorials in groups etc.</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials	13
Lab tutorials	5
Study for course preparation	35
Compulsory kindergarten practice	80
Collaboration with tutor	5
Exam Preparation	20
Total hours	184
<b>Assessment method</b>	
Compulsory assignment	20%
Written exams	80%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
-Πανταζής Σ. (1997), <i>Η Παιδαγωγική και το Παιχνίδι – αντικείμενο στο χώρο του νηπιαγωγείου</i> , Αθήνα: Gutenberg.	
-Πανταζής Σ. (2006), <i>Ανάγνωση και νοητικές εικόνες</i> , Αθήνα: Ατραπός.	
-Κιτσαράς Γ. (2004) <i>Προγράμματα Διδακτικής Μεθοδολογίας Προσχολικής Αγωγής</i> , Αθήνα: Αυτοέκδοση..	

## COMPULSORY ELECTIVE COURSE OUTLINES

### I. MODULE OF PEDAGOGY

<b>INTRODUCTION TO INTERCULTURAL EDUCATION</b>	
Lecturer's Name: Leda Stergiou	
Course Code: ΠNE140	Semester: I
Study Year: 1 <sup>st</sup>	Course Level: First
ECTS: 4	Teaching credits: 3
Course category: Compulsory Elective	
Course Language: Greek	
<b>Course Content</b> This course discusses basic notions, such as multiculturalism and interculturalism, cultural relativism and universalism, as well as the influence of theoretical views on education. The constitution of identity is examined as an active and critical process and emphasis is given on the self-image: how it evolves, what obstacles might arise and what is the role of early childhood education in its development. The stages in the constitution of the Other's self-image by young children are also examined. The notion of "encounter" is treated as an essential condition for the development or prevention of intercultural relationships and the convergence or divergence between school and home are discussed along with the general conditions for a balanced and creative contact. Finally, intercultural education is examined within the institutional context, as it is expressed through models, regulations and aims, failures obstacles and prospects.	
<b>Teaching method</b> <ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Collective discussions</li> <li>➤ Projections</li> <li>➤ Individual and group assignments</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b> -Vandenbroeck M., 2004, <i>Με τη ματιά του Γέτι. Η καλλιέργεια του σεβασμού του «άλλου» στην εκπαίδευση</i> , Αθήνα: Νήσος. -Δαμανάκης Μ. (επιμ.1995) <i>Η εκπαίδευση των παλιννοστούντων και αλλοδαπών μαθητών στην Ελλάδα, Διαπολιτισμική προσέγγιση</i> , Αθήνα: Gutenberg. -Γκόβαρης, Χ, 2001, <i>Εισαγωγή στη Διαπολιτισμική Εκπαίδευση</i> , Αθήνα: Ατραπός. -Νικολάου Γ., 2005, <i>Διαπολιτισμική Διδακτική. Το νέο περιβάλλον-Βασικές αρχές</i> , Αθήνα: Ελληνικά Γράμματα. -Abdalah-Pretceille M., Porcher L., 1996, <i>Education et communication interculturelle</i> , Paris, PUF.	

<b>INTRODUCTION TO EDUCATIONAL POLICY</b>	
Lecturer's Name: Thomas Bakas	
Course Code: ΠNE142	Semester: I
Study Year: 1 <sup>st</sup>	Course Level: First
ECTS: 4	Teaching credits: 3
Course category: Compulsory Elective	
Course Language: Greek	
<b>Course Content</b>	
<p>The subject of the course is the introduction of the students to the basic notions and the content of Educational Policy, as well as the historical evolution of relative issues during their practical application in Greece.</p> <p>Basic course modules:</p> <ol style="list-style-type: none"> <li>1. The notion and subject of Educational Policy.</li> <li>2. Theoretical approaches.</li> <li>3. The process of planning and formation.</li> <li>4. Application axis and directions.</li> <li>5. Educational Policy bodies.</li> <li>6. Principles of Educational Policy.</li> <li>7. Diachronic evolution of Educational Policy in the history of Modern Greece (1921-today).</li> <li>8. The constitutional establishment of education.</li> <li>9. The role and mission of international organizations in education.</li> </ol>	
<b>Teaching method</b>	
➤ Lectures - short individual and group assignments	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Ζαμπέτα, Π. (1994). <i>Η εκπαιδευτική πολιτική στην Πρωτοβάθμια Εκπαίδευση 1974-1989</i>. Αθήνα, Θεμέλιο.</p> <p>-Κοντογιαννοπούλου-Πολυδωρίδη Γ., (1997), <i>Εκπαιδευτική πολιτική και πρακτική. Κοινωνιολογική ανάλυση</i>, Ελληνικά Γράμματα, Αθήνα.</p> <p>-Πολυχρονόπουλου Π., (1982), <i>Παιδεία και πολιτική στην Ελλάδα. Κριτική ανάλυση και αξιολόγηση των ιδεολογικών και γνωστικών λειτουργιών του σχολικού συστήματος (1950-1975)</i>, Καστανιώτης, Αθήνα.</p> <p>-Τερζή Ν., (1988), <i>Εκπαιδευτική πολιτική και εκπαιδευτική μεταρρύθμιση. Πρόγραμμα και πραγματικότητα. Πράγματα και πρόσωπα</i>, Κυριακίδης, Θεσ/νίκη.</p> <p>-Τσαούση Δ., (1996), <i>Ευρωπαϊκή Εκπαιδευτική Πολιτική</i>, εκδ. Gutenberg, Αθήνα. Ball S., (1999), <i>Politics and Policy Making in Education</i>, Routledge London.</p>	

<b>ORGANIZATION &amp; OPERATION OF THE KINDERGARTEN</b>	
Lecturer's Name: Thomas Bakas	
Course Code: ΠΝΕ144	Semester: 2
Study Year: 1 <sup>st</sup>	Course Level: First
ECTS: 4	Teaching credits: 3
Course category: Compulsory Elective	
Course Language: Greek	
<b>Course Content</b>	
The following six basic modules are included in the course material:	
<ol style="list-style-type: none"> <li>1. The institution of Early Childhood Education.</li> <li>2. Diachronic development of Early Childhood Education organization and operation.</li> <li>3. The institutional framework of kindergarten organization and operation.</li> <li>4. The Kindergarten as an educational institute.</li> <li>5. The Kindergarten as public service.</li> <li>6. Early Childhood Education staff.</li> <li>7. Early Childhood Education management and administration.</li> <li>8. Communication and public relations in Early Childhood Education units</li> <li>9. Pedagogical operation of the Kindergarten</li> </ol>	
<b>Teaching method</b>	
➤ Lectures - short individual and group assignments	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Γαβαλά Λαζ., <i>Το Ελληνικό Νηπιαγωγείο</i>, εκδ. Δίπτυχο, Αθήνα 1976.</p> <p>-Κιτσάρας Γ., <i>Προσχολική παιδαγωγική</i>, Αθήνα 2001.</p> <p>-Κυριαζοπούλου-Βαληνάκη Π., <i>Νηπιαγωγική</i>, τόμοι 1<sup>ος</sup>, 2<sup>ος</sup>, 3<sup>ος</sup>, εκδ. Αφοί Βλάσση, Αθήνα 1977.</p> <p>-Ξηροτύρη Ηλ., <i>Το σύγχρονο Νηπιαγωγείο και η Ιστορία του</i>, εκδ. Ατλαντίς, Αθήνα 1975.</p> <p>-Χαρίτος Χαρ., <i>Το Ελληνικό Νηπιαγωγείο και οι ρίζες του</i>, εκδ. Gutenberg.</p> <p>-Click Ph., <i>Διοίκηση μονάδων Προσχολικής και σχολικής αγωγής</i> (μτφ. Μ. Σπανού, επιμ. Αθανασούλα-Ρέππα (2005).</p>	

<b>DIDACTIC METHODOLOGY OF MOTOR EDUCATION ACTIVITIES</b>	
Name of lecturer : Charilaos Zaragas	
Course Code:ΠΕΥ302	Semester 3
Year of Studies 2 <sup>th</sup>	Course Level: first
ECTS: 4	Teaching Units 3
Course Category: Compulsory Elective	
Language Teaching of Greek Lesson	
<b>Course content</b>	
<ol style="list-style-type: none"> <li>1. Purpose, Objectives, Methods and guidelines of Kinetic Education.</li> <li>2. Teaching of kinetic education. Developmental infants' phase, reasons for participation in physical activities, theory of internal and external motivation and its consequences of the young children's involvement in locomotion activities, increased motivation by setting goals, feedback, creating a supportive learning environment.</li> <li>3. Teaching Principles of Kinetics of Early Childhood. Principle: a) Inductiveness, b) Self-action, c) Participation, d) Personalization, e) Experience-framework, f) Supervision, g) the proximity in life, i) of Wholeness, i) Self-control, j) self-confidence.</li> <li>4. Initial design and initial evaluation of motor activities, implementation, final evaluation.</li> <li>5. Area (internal, external) organization equipment (selection and use) for physical activities. Configuration of appropriate space and supervision.</li> <li>6. Teaching - Methodology Psychomotor Education. Knowledge of the body moving in space, handling skills, balance skills, body shapes, levels of space, directions, lines and curves in space, slow-fast acceleration - deceleration, together - apart, simultaneously - successively, breathing exercises, balance, speed reaction, spacetime orientation, rhythm, kinesthetic differentiation, visual-kinetic coordination (balls, hoops, skipping ropes), kinetic expression and kinetic creative expression.</li> <li>7. Teaching - Methodology of kinetic education in combination with music. Rhythmic values, music-kinetic of speech aloud - slowly, timbre, rhythmic action, music-kinetic elaboration of song, speech and movement.</li> <li>8. Instruction – Methodology of toys. Free and organized, collectively, traditionally.</li> <li>9. Tutoring - Methods of Dance, expressive, creative, traditional.</li> <li>10. Teaching – Methodology of Narration and dramatization of stories ranging from sports and Olympic events.</li> <li>11. Developmental disorders of kinetic connection with emphasis on early childhood. Early detection and assessment. Methodology of intervention for the promotion of disordered kinetic connection.</li> </ol>	
<b>Methods of teaching</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Small group and individual work</li> </ul>	
<b>Student workload (hours)</b>	
Total teaching hours during semester course	26
Number of hours for tutorial classes	13
Number of study hours to prepare the course	40
Number of meeting hours with the teacher / lecturer to	5
Number of hours of student preparation for exams	40
<b>TOTAL OF HOURS</b>	<b>124</b>
<b>Method of assessment</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<ul style="list-style-type: none"> <li>- Gallahue, L. D., (2002). <i>Αναπτυξιακή Φυσική Αγωγή για τα σημερινά παιδιά</i>. (Μετ. – Επιμ. Ευαγγελινού Χ. – Παππά Α.) Θεσσαλονίκη: University Studio Press.</li> <li>- Zimmer, R., (2007). <i>Εγχειρίδιο ψυχοκινητικής αγωγής. Θεωρία και Πράξη της Ψυχοκινητικής Παρέμβασης</i>. (Επιμ. Καμπάς Α.) Αθήνα: Αθλότυπο.</li> <li>- Νάκια, Λ. &amp; Ψάλλας, ΑΠ., (2004). <i>Ψυχοκινητική αγωγή – Ψυχοκινητικά παιχνίδια</i>. Αθήνα: ΑΘΛΟΤΥΠΟ.</li> <li>- Logsdon, B.J., Alleman, L., Straits, S., Belka, D., &amp; Clark, D., (1997). <i>Physical Education unit plans for Preschool – Kindergarten. Learning Experiences in games, gymnastics and dance</i>.</li> </ul>	



USA, Human Kinetics. P.E. Central. [www.humankinetics.com](http://www.humankinetics.com)

- Sanders, St., (1992). *Designing preschool movement programs*. P.E. Central.
- Pica, R., (2006). *Moving and learning across the Curriculum*. P.E. Central.
- Pica, R., (2006). *Great games for young children*. P.E. Central.
- Ζάραγκας, Χ. (2006). *Ψυχοκινητική Αγωγή. Μια ψυχοπαιδαγωγική προσέγγιση σε παιδιά προσχολικής ηλικίας*. Αθήνα: Ατραπός.
- Hammet, C. T., (1992). *Κινητική Αγωγή στην Προσχολική Ηλικία*. (Μετ. Καλαμπόκα Γ) Θεσσαλονίκη: SALTO.

<b>EARLY CHILDHOOD PEDAGOGY – TEACHING APPROACHES</b>	
Lecturer's Name: Maria Sakellariou	
Course Code: NY110α	Semester IV
Study Year: 2 <sup>nd</sup>	Course Level: Second
ECTS: 4	Teaching credits: 3
Course category: Compulsory Elective	
Course Language: Greek	
<b>Course Content</b>	
<p>In the context of this course, teaching approaches that render teaching as a continual process are proposed, starting with Early Childhood Education. The course supports the art of “teaching” as a multi-level process requiring different types of knowledge, such as content knowledge, pedagogical knowledge and teaching skills. Answers to central issues and problems are formulated, through the three basic units of the course: student-centered planning, teaching and assessment. Specifically, it proposes approaches that emphasize objectives and aims deriving from three main sources: the Child, the Society and the Science. Furthermore, issues concerning the concept of reconsideration as a basic element of planning are discussed, along with query formulation strategies as a cornerstone of efficient teaching, teaching strategies, such as cooperative learning, directed discovery, dialogue and problem resolution. The course also presents teaching approaches that settle and construct upon students' differences as a strong point, as well as issues of efficient management of the learning environment through effective interventions. Finally, it examines traditional ways, as well as alternative or authentic forms of assessment.</p>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures - short individual and group assignments – Discussion</li> <li>➤ Teaching sessions video projection</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	36
Lab tutorials (group work, video projections)	20
Study for course preparation	5
Collaboration with tutor	24
Exam Preparation	40
Total hours	125
<b>Assessment method</b>	
Optional assignment (short individual/group assignments)	30%
Written exams with assignment	70%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<ul style="list-style-type: none"> <li>- Σακελλαρίου, Μ., <i>Εισαγωγή στην Κοινωνική και Παιδαγωγική Εργασία του Νηπιαγωγείου</i>, (2007), Αθήνα: Ατραπός.</li> <li>- Jacobsen, A.D., Eggen, P. &amp; Kauchak, D., <i>Μέθοδοι Διδασκαλίας. Η ενίσχυση της Μάθησης των παιδιών από το Νηπιαγωγείο έως το Λύκειο</i>, Επιστημονική Επιμέλεια –Εισαγωγή: Σακελλαρίου, Μ., Κόνσολας, Μ., μτφρ. Λαμπρέλλη, Ρ., (2008), Αθήνα: Ατραπός.</li> <li>- Κιτσαράς, Γ. <i>Προγράμματα: Διδακτική μεθοδολογία Προσχολικής αγωγής</i>, (2005), Αθήνα: Έκδοση του συγγραφέα.</li> <li>- Bredenkamp, S. &amp; Copple, C. <i>Καινοτομίες στην Προσχολική Εκπαίδευση: Αναπτυξιακά κατάλληλες πρακτικές στα προσχολικά προγράμματα</i>, (1999), Αθήνα: Ελληνικά Γράμματα.</li> <li>- Κουτσοβάνου, Ε., <i>Προγράμματα Προσχολικής Εκπαίδευσης και η Διαθεματική Διδακτική Προσέγγιση</i>, (2005) Δ΄, Αθήνα: Οδυσσέας.</li> <li>- Katz, L. &amp; Chard, S. <i>Engaging children's minds: The Project approach</i>, (2000), Norwood, NJ: Ablex.</li> </ul>	

<b>HISTORY OF MODERN GREEK EDUCATION I</b>	
Lecturer's Name:	
Course Code: NY115α	Semester IV
Study Year: 2 <sup>nd</sup>	Course Level: Second
ECTS 4	Teaching credits:3
Course category: Compulsory Elective	
Course Language: Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. References of Modern Greek Education History (National General Archives: official educational archives, school units' archives, education-related private archives, General Gazette of Greece.</li> <li>2. Ideological orientations of 19<sup>th</sup> century official school curricula (the effect of European educational reality on Greek education).</li> <li>3. Early Childhood Education in foreign Greek communities (Greek schools of Venice, Vienna, Trieste, Cairo and Alexandria).</li> <li>4. Private early childhood education in 19<sup>th</sup> century (Nursery schools of Istanbul, Syros, Thrace and Epirus).</li> </ol>	
<b>Teaching method</b>	
➤ Lectures and short individual and group assignments	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Oral or written exams with assignment	80%
Oral or written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Αλέξη Δημαρά, Βάσως Βασιλού-Παπαγεωργίου, <i>Από το κοντύλι στον Υπολογιστή – 1830-2000, εκατόν εβδομήντα χρόνια ελληνική εκπ/ση με λόγια και εικόνες</i>, (2008), Αθήνα, εκδ. Μεταίχμιο.</p> <p>-Αλέξη Δημαρά, <i>Η μεταρρύθμιση που δεν έγινε (τ. Α'-Β')</i>, Αθήνα, Ερμής (Εστία).</p> <p>-Χαράλαμπος Γ. Χαρίτος, <i>Το Ελληνικό Νηπιαγωγείο και οι ρίζες του</i>, 1996, Αθήνα, Gutenberg.</p> <p>-Γ. Χασιώτης, <i>L'Instruction Publique chez les Grecs</i>, (1881), Paris.</p>	

<b>SOCIAL LEARNING &amp; EARLY CHILDHOOD EDUCATION</b>	
Lecturer's Name: Maria Sakellariou	
Course Code: ΠΝΕ150	Semester VI
Study Year: 3rd	Course Level: Third
ECTS 4	Teaching credits 3
Course category: Compulsory Elective	
Course Language: Greek	
<b>Course Content</b>	
<p>The course consists of the following basic thematic units: social relations among peers and between young children and the teacher, teaching suggestions and strategies for the social and emotional development of children. Specifically, in the context of this course, Social Learning is examined in relation to the student's personality, as well as the practice of child-centrism in contemporary schools as a response to the challenges of our times. Furthermore other topics examined are: Social Learning Programs in early childhood education, the socializing function of school and school time expansion, activity design in early childhood education focusing on Multiple Intelligence theory, in parallel to space and Social Learning in early childhood education. Imagination and role games are also examined in relation to the social and emotional development of children, as well as organised play as an encouraging strategy of children's social development and learning, children's spontaneous play at preschool and Social Learning (children practices), Social Learning and skills acquisition (evaluating treatment of their association at preschool), and strategies for the development of social relations and groups in early childhood education. Moreover, children's social development is emphasized through selected texts, as well as the effect of social factors on young children's attitudes towards computers. Finally, methodological problems are presented in relation to Social Learning in early childhood education and the necessity of difference (from Rousseau to Lyotard) through Social Learning.</p>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures - short individual and group assignments</li> <li>➤ Discussion, teaching sessions video projections</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	36
Lab tutorials (group work, video projections)	20
Study for course preparation	5
Collaboration with tutor	24
Exam Preparation	40
Total hours	125
<b>Assessment method</b>	
Compulsory assignment (short individual/group assignments)	30%
Written exams	70%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Σακελλαρίου, Μ., (επιμ.) <i>Κοινωνική Αγωγή και Προσχολική Εκπαίδευση</i>, (2008), τ.α', Αθήνα: Τυπωθήτω – Γιώργος Δαρδάνος.</p> <p>-Σακελλαρίου, Μ. (επιμ.), <i>Κοινωνική Αγωγή και Προσχολική Εκπαίδευση</i>, (2008), τ.β', Αθήνα: Τυπωθήτω – Γιώργος Δαρδάνος.</p> <p>-Κουτσουβάνου, Ε. &amp; Ομάδα Εργασίας, <i>Οι κοινωνικές επιστήμες στην Προσχολική Εκπαίδευση</i>, (2005), Αθήνα: Οδυσσέας.</p> <p>-Αυγητίδου, Σ., <i>Οι κοινωνικές σχέσεις και η παιδική φιλία στην προσχολική ηλικία: Θεωρία, έρευνα και διδακτική μεθοδολογία δραστηριοτήτων στο νηπιαγωγείο</i>, (1997), Θεσσαλονίκη: Κυριακίδης.</p> <p>-Katz, L.C., Evangelou, D., &amp; Haertman, <i>The case for mixed-age grouping in early education</i>, (1990), Washington, DC: NAEYC.</p> <p>-Corsaro, W., <i>Friendship and peer culture in early years</i>, (1985), Norwood, NJ: Ablex.</p>	

<b>PHILOSOPHICAL &amp; PEDAGOGICAL ANTHROPOLOGY</b>	
Lecturer's Name: Charalambos Apostolopoulos	
Course Code: ΠNE151	Semester VII
Study Year 4 <sup>th</sup>	Course Level: Third
ECTS 4	Teaching credits 3
Course category: Compulsory Elective	
Course Language: Greek	
<b>Course Content</b>	
Philosophical traditional views in relation to the question of man from Aristotle and Augustine, through Pascal, Kant, Hegel, Feuerbach, Marx and Nietzsche. The question for human conductivity.	
<b>Teaching method</b>	
➤ Hermeneutic approach towards the above issues	
<b>Students workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
-Helmuth Plessner, «Κείμενα Φιλοσοφικής Ανθρωπολογίας» Μτφρ. Και Εισαγωγή Ι.Ε. Θεοδωρόπουλος, Πρέβεζα, 2004.	
-Max Scheler, «Η Θέα του κόσμου ανθρώπου στον κόσμο», Μτφρ. Χ. Μπακονικόλα- Γεωργοπούλου & Θ. Πουπασάκης, Αθήνα 1989, Εκδ. Ρόεζ.	
-Κ. Δεληκωσταντή, «Φιλοσοφική Ανθρωπολογία», Αθήνα 2008.	
-Ι. Ν. Θεοδωρακόπουλος, «Εισαγωγή στη Φιλοσοφία», Τομ. Β' «Φιλοσοφική Ανθρωπολογία- Μεταφυσική- Φιλοσοφία της Θρησκείας» Αθήνα, 1975.	

## II. MODULE OF PSYCHOLOGY, SPECIAL EDUCATION & HEALTH

<b>MOTOR EDUCATION AND LEARNING</b>	
Lecturer's Name: Charilaos Zaragas	
Course Code: ΠΕΥ200	Semester II
Study Year 1 <sup>st</sup>	Course Level: First
ECTS 4	Teaching credits 3
Course category: Compulsory Elective	
Course Language: Greek	
<b>Course content</b>	
<ol style="list-style-type: none"> <li>1. Movement and learning. The contribution of physical and motor experiences in childhood development. The self-development, social development, cognitive development, health and fitness. The concept of learning. Relationship and interaction with the environment. Basic terminology and structure of the field of Motor Education and Learning in preschool children.</li> <li>2. Theories of learning. Theories of motor learning.</li> <li>3. Basic principles of developmental psychology for Kinetic Education. The conception, development and significance. Game development and significance. How children learn. Physical and motor development. Motivation, development and significance. Movement and language. Movement and mathematics.</li> <li>4. The pedagogical basis of the kinetic treatment. Objectives and contents of the kinetic treatment. Theories and models of kinetic therapy. Orientation to action. The kindergarten teacher's Kinetic education and his / her behaviour. Motor activities, method, design and performance.</li> <li>5. Types of motor activities (open, team game, traditional game, traditional and creative dance, drama, rhythm, movement, music-kinetic) - morphological features - motion analysis - motor control.</li> <li>6. Space and material-technical infrastructure for the implementation of Kinetic Education activities. Room configuration for motor activities. Indoor and outdoor playing.</li> <li>7. Supervision of motor activities. Qualitative and quantitative evaluation of the performance of motor activities .</li> <li>8. Research methodology in the kinetic education</li> </ol>	
<b>methods of teaching</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Small group and individual work</li> </ul>	
<b>Number of hours of student workload</b>	
Total teaching hours during semester course	26
Number of hours for tutorial classes	13
Number of study hours to prepare the course	40
Number of meeting hours with the teacher / lecturer to	5
Number of hours of student preparation for exams	40
<b>TOTAL OF HOURS</b>	<b>124</b>
<b>Method of assessment</b>	
Optional assignment	20 %
Written exams with assignment	100 %
Written exams without assignment	80 %
Research assignment for ERASMUS students	100 %

### **Selected Bibliography**

- Kalverboer, A., Hopkins, B., & Geuze, R., (2004). *Motor Development in early and Later Childhood: Longitudinal Approaches*. Cambridge University Press.
- Schunk, H.D., (2009). *Θεωρίες μάθησης*. Μια εκπαιδευτική Θεώρηση. Αθήνα: Μεταίχμιο.
- Rose, J.D., (1998). *Κινητική Μάθηση και Κινητικός Έλεγχος*. Μια πολυδιάστατη προσέγγιση. Επιμ.: Κιουμουριτζόγλου Ε. Θεσσαλονίκη: University Studio Press.
- Kieff, J., & Casbergue, R., (2000). *Playful Learning and Teaching. Integrating Play in Preschool and Primary Programs*. Boston: by Allyn and Bacon.
- Logsdon, B.J., Alleman, L., Straits, S., Belka, D., & Clark, D., (1997). *Physical Education unit plans for Preschool – Kindergarten. Learning Experiences in games, gymnastics and dance*. USA, Human Kinetics. [www.humankinetics.com](http://www.humankinetics.com)
- Zimmer, R., (2007). *Εγχειρίδιο κινητικής αγωγής από τη θεωρία στην πράξη*. (Επιμ. Καμπάς Α.) Αθήνα: Αθλότυπο.
- Καρτασιδου, Λ. (2004). *Μάθηση μέσω κίνησης*. Θεσσαλονίκη: Εκδόσεις Πανεπιστημίου Μακεδονίας.
- Hammet, C. T., (1992). *Κινητική Αγωγή στην Προσχολική Ηλικία*. (Μετ. Καλαμπόκα Γ) Θεσσαλονίκη: SALTO.
- Μπουρνέλλη, Ν., (2002). *Κινητική Δημιουργικότητα*. Αθήνα: Alpha Status A.E.

<b>PSYCHOPHYSIOLOGY I</b>	
Lecturer's Name: Vasilios Koutras	
Course Code: ΠΝΥ203	Semester III
Study Year 2 <sup>nd</sup>	Course Level: Second
ECTS 4	Teaching credits 3
Course category: Compulsory Elective	
Course Language: Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Examination of the relationship between the physiological (biological) and psychological layer of human behaviour.</li> <li>2. Functional organization of the human body.</li> <li>3. Biological bases of behaviour.</li> <li>4. Introduction to the functions of the hormonal system.</li> <li>5. Thyroidal hormones and behaviour.</li> <li>6. Adrenal cortex hormones and behaviour.</li> <li>7. Genetic hormones, development of genital organs, puberty, secondary gender characteristics, menopause.</li> <li>8. The effect of genital hormones on the model of sexual behaviour and sexual desire.</li> <li>9. Sexual intercourse in men and women.</li> <li>10. Organisation and levels of the nervous system.</li> <li>11. Neurons and nervous synapses.</li> <li>12. Brain development.</li> <li>13. Environmental effects on brain development.</li> <li>14. Lower brain areas: vital functions.</li> <li>15. Lower brain areas: Instincts and Emotions.</li> <li>16. Higher brain areas: Brain hemispheres – cortex.</li> <li>17. Mobility functions.</li> <li>18. Sensory functions.</li> <li>19. Brain and language.</li> <li>20. Brain and thinking (associative areas – prefrontal cortex).</li> <li>21. Brain and thinking.</li> <li>22. Brain and emotion.</li> <li>23. Brain and conscience.</li> <li>24. Laterality in normal brain. Complementary hemisphere specialization.</li> <li>25. Brain and memory.</li> <li>26. Brain functions (hunger, thirst, dependent reflexes)</li> <li>27. Sleep, alertness and attention. The physiological significance of sleep and dreams.</li> <li>28. Mechanism, infliction of sleep cycle or alertness.</li> <li>29. Neurotransmitters of behaviour.</li> <li>30. Autonomous nervous system: the role of sympathetic system in stress.</li> </ol>	
<b>Teaching method</b>	
➤ Lectures - short individual and group assignments	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	30
Collaboration with tutor	5
Exam Preparation	40
Total hours	114
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
-Καφειτζόπουλος Ε. (1995), <i>Εγκέφαλος, συνείδηση και συμπεριφορά</i> , Αθηνά: Εξάντας. -Kandel E.R., Schwartz J.H., Jessell T.M., (1999), <i>Νευροεπιστήμη και συμπεριφορά</i> , Ηράκλειο:	



Πανεπιστημιακές Εκδόσεις Κρήτης.

-Καραπέτσιος Α. (1998), *Νευροψυχολογία του αναπτυσσόμενου ανθρώπου*, Αθήνα: Παρισιάνος.

-Cacioppo J. T., Tassinari L. G., Berntson G, (2007), *Handbook of Psychophysiology*, Cambridge University Press.

<b>FAMILY SYSTEM DYNAMICS IN CHILDREN'S DRAWINGS</b>	
Lecturer's Name Artemis Giotsa	
Course Code PINE225	Semester III
Study Year 2 <sup>nd</sup>	Course Level Second
ECTS 4	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. The development of drawing in children from early childhood to puberty.</li> <li>2. Features of children's drawing.</li> <li>3. Studies on children's drawings: historical critical approach – Case study.</li> <li>4. Themes in children's drawings and interpretation schools – Case study.</li> <li>5. Basic issues in children's drawings (human figures, houses, trees) and relative studies.</li> <li>6. Historical and theoretical overview (developmental, projecting (προβολικές), psychoanalytic, semiotic, procedural, cognitive and other approaches), case studies for every school of thought).</li> <li>7. Research on different approaches of children's drawings in Greece (Case study).</li> <li>8. The family in children's drawings – Typology and historical critical approach.</li> <li>9. The "dynamic" family drawing (or drawing of the family in action)</li> <li>10. Comparative studies in Greece on children's family drawing.</li> <li>11. Written, oral and drawing discourse in children.</li> <li>12. Children's drawing interpretation with common topics (human figures, houses, trees etc.) from different scholars.</li> <li>13. Children's drawing and socio-cultural differences.</li> <li>14. Children's drawing interpretation: qualitative and quantitative approach.</li> <li>15. Motion and activity representation in children's drawings.</li> <li>16. Family dynamics through family in action drawings.</li> <li>17. Application and perspectives of the "dynamic" family drawing.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Individual assignments</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Lab tutorials	13
Study for course preparation	40
Collaboration with tutor	3
Exam Preparation	40
Total hours	122
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Γεωργίου, Σ., (2005), <i>Ψυχολογία των οικογενειακών συστημάτων</i>, Αθήνα: Ατραπός.</p> <p>-Καρέλλα, Μ., (1991), <i>Τα παιδιά σχεδιάζουν την οικογένεια</i>, Αθήνα: Εκδόσεις Καστούμη.</p> <p>-Malchioldi, C., (2001), <i>Κατανοώντας τη ζωγραφική των παιδιών</i>, Αθήνα: Ελληνικά Γράμματα.</p> <p>-Μπέλλας, Θ., (2000), <i>Το ιχνογράφημα των παιδιών</i>, Αθήνα: Ελληνικά Γράμματα.</p> <p>-Μυλωνάκου, Η., (2005), <i>Όταν τα παιδιά μιλούν με το σχέδιο για τον εαυτό τους, την οικογένεια και τον κόσμο τους</i>, Αθήνα: Εκδόσεις Ατραπός.</p>	

<b>EDUCATIONAL PSYCHOLOGY</b>	
Lecturer's Name Georgia Papantoniou	
Course Code ΠΝΥ204	Semester IV
Study Year 2 <sup>nd</sup>	Course Level Second
ECTS 4	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<u>Definitions, main concepts and research methods in educational psychology.</u>	
<u>Theories of academic learning.</u>	
<u>Intelligence</u>	
<u>Intelligence and cognitive development</u> ; nature versus nurture; individual differences; mechanisms of development;	
<u>Theories of cognitive development</u> : Piaget's theory; objections to Piaget's theory; metacognitive development; Bruner's theory for skills' development; information processing theories for cognitive development; Neopiagetian theories; Psychometric theories;	
<u>Motivation and emotions in education</u> : motives as personality traits: achievement motives; applications of the theories of causal attribution into school; the self as source of motivation; self-perception and self-esteem; the role of school on students' self-concept.	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Optional short individual and group assignments</li> <li>➤ Group tutorials</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	39
Tutorials	10
Study for course preparation (library search, internet search for bibliography, preparation of oral presentation, short essays)	28
Collaboration with tutor	3
Exam Preparation	40
Total hours	120
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Optional assignment for ERASMUS students	20%
Written exams with assignment for ERASMUS students	80%
Written exams without assignment for ERASMUS students	100%
Oral exams	100%
Assignment (with declared number of pages (60) for graduating students only)	100%
<b>Selected Bibliography</b>	
<ul style="list-style-type: none"> <li>-Δήμου, Γ. (2002). <i>Εκπαιδευτική ψυχολογία: Θεωρίες μάθησης</i>. Αθήνα: Gutenberg.</li> <li>-Goswami, U. (2002). <i>Blackwell handbook of childhood cognitive development</i>. Cornwall: Blackwell.</li> <li>-Fontana, D. (1996). <i>Ψυχολογία για εκπαιδευτικούς</i> (Μτφ. Μ. Λώμη). Αθήνα: Σαββάλας.</li> <li>-Καραγιαννοπούλου, Ε. (2007). <i>Για τη μάθηση: Η σημασία του σχεσιακού παράγοντα</i>. Αθήνα: Gutenberg.</li> <li>-Κωσταρίδου-Ευκλείδη, Α. (1998). <i>Τα κίνητρα στην εκπαίδευση</i>. Αθήνα: Ελληνικά Γράμματα.</li> <li>-Slavin, R. E. (2007). <i>Εκπαιδευτική ψυχολογία: Θεωρία και πράξη</i>, (Επιμ. Έκδ. Κ. Μ. Κόκκινος. Αθήνα: Μεταίχμιο.</li> <li>-Χατζηχρήστου, Χ. (2004). <i>Κοινωνική και συναισθηματική αγωγή στο σχολείο: Πρόγραμμα προαγωγής της ψυχικής υγείας και της μάθησης</i>. Αθήνα: Τυπωθήτω.</li> </ul>	

<b>CLINICAL PSYCHOLOGY</b>	
Lecturer's Name Dimitris Sarris	
Course Code ΠΝΥ215	Semester IV
Study Year 2 <sup>nd</sup>	Course Level Second
ECTS 4	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Epistemology in Clinical Psychology.</li> <li>2. Research methods in Clinical Psychology.</li> <li>3. Test analysis in Clinical Psychology.</li> <li>4. Application of clinical methods in preschool education.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Tutorials and lab tutorials in groups</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	21
Tutorials and lab tutorials	18
Study for course preparation	28
Compulsory assignment preparation	10
Collaboration with tutor	3
Exam Preparation	40
Total hours	120
<b>Assessment method</b>	
Compulsory assignment	20%
Written exams	80%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Νέστορος, Ι., &amp; Βαλλιανάτου, Ν.Γ. (1996). <i>Συνθετική Ψυχοθεραπεία με στοιχεία ψυχοπαθολογίας</i>. Αθήνα: Ελληνικά Γράμματα.</p> <p>-Σταύρου, Λ. (2002). <i>Ψυχοπαιδαγωγική αποκλιόντων</i>. Αθήνα: Άνθρωπος.</p> <p>-Σαρρής, Δ. (2004). Ο ρόλος του παραμυθιού και της μαριονέτας στην αντιμετώπιση των μαθησιακών δυσκολιών. Γνωστική και ψυχαναλυτική προσέγγιση. Αθήνα: Άνθρωπος.</p> <p>-O.M.S. (1993). <i>Classification internationale des troubles mentaux et des troubles du comportement</i>. Paris : Masson.</p> <p>-Carr, A. (1999). <i>The Handbook of Child and Adolescent Clinical Psychology</i>. London: Routledge.</p>	

<b>DEVELOPMENTAL PSYCHOLOGY II</b>	
Lecturers' Names	
Course Code ΠΝΥ 202	Semester IV
Study Year 3rd	Course Level Second
ECTS 4	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<p><u>Introduction to the concept of developmental psychology:</u> nature versus nurture; individual differences; mechanisms of development;</p> <p><u>Theories of cognitive development:</u> Piaget's theory; objections to Piaget's theory; metacognitive development; Bruner's theory for skills' development; information processing theories for cognitive development;</p> <p><u>Cognitive processes' development of infants and preschool children:</u> development of perception; development of language; development of memory; development of concept acquisition; development of problem solving; development of academic skills;</p> <p><u>Attachment;</u></p> <p><u>Sociomoral reasoning development:</u> structural approaches to sociomoral reasoning development (Piaget, Kohlberg)</p> <p><u>Social development:</u></p> <p><u>Theories of adolescence</u></p>	
<b>Teaching Method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Optional short individual and group assignments</li> <li>➤ Group tutorials</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	39
Tutorials	10
Study for course preparation (library search, internet search for bibliography, preparation of oral presentation, short essays)	28
Collaboration with tutor	3
Exam Preparation	40
Total hours	120
<b>Assessment Method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	20%
Written exams with assignment for ERASMUS students	80%
Written exams without assignment for ERASMUS students	100%
Oral exams	100%
Assignment (with declared number of pages (60) and for graduating students only)	100%
<b>Selected Bibliography</b>	
<p>Cole, M. &amp; Cole, S. R. (2002). <i>Η ανάπτυξη των παιδιών. Η αρχή της ζωής: Εγκυμοσύνη- τοκετός- βρεφική ηλικία</i> (Επιμ. Έκδ. Π. Βορριά &amp; Ζ. Παπαληγούρα), τόμος 1. Αθήνα: Δαρδανός.</p> <p>Cole, M. &amp; Cole, S.R. (2002). <i>Η ανάπτυξη των παιδιών. Γνωστική και ψυχοκοινωνική ανάπτυξη κατά τη νηπιακή και πρώτη παιδική ηλικία</i> (Επιμ. Έκδ. Ζ. Μπαμπλέκου), τόμος 2. Αθήνα: Δαρδανός.</p> <p>Cole, M. &amp; Cole, S. R. (2002). <i>Η ανάπτυξη των Παιδιών: Εφηβεία</i>. (Επιμ. Έκδ. Π. Βορριά &amp; Ζ. Παπαληγούρα), τόμος 3. Αθήνα: Δαρδανός.</p> <p>Goswami, U. (2002). <i>Blackwell handbook of childhood cognitive development</i>. Cornwall: Blackwell.</p> <p>Hayes, N. (1998). <i>Εισαγωγή στην ψυχολογία</i> (Επιμ. Έκδ. Ι. Ν. Παρασκευόπουλος), τόμος Β'. Αθήνα: Ελληνικά Γράμματα.</p> <p>McCartney, K. &amp; Phillips, D. (2005). <i>Handbook of early childhood development</i>. Oxford: Blackwell.</p> <p>Siegler, S. (2005). <i>Πώς σκέφτονται τα παιδιά</i> (Επιμ. Έκδ. Σ. Βοσνιάδου), Αθήνα: Gutenberg.</p>	

<b>COUNSELING IN SPECIAL EDUCATION</b>	
Lecturer's Name Dimitris Sarris	
Course Code ΠΙΝΕ228	Semester V
Study Year 3 <sup>rd</sup>	Course Level Second
ECTS 4	Teaching credits
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
The course examines the following topics:	
<ol style="list-style-type: none"> <li>1. Epistemology and Counseling.</li> <li>2. Parent and exceptional children consultation.</li> <li>3. Application of scientific research methods in counseling.</li> <li>4. Learning difficulties assessment and therapy through the application of counseling methods.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Tutorials and lab tutorials in groups</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials and lab tutorials	13
Study for course preparation	28
Compulsory assignment preparation	10
Collaboration with tutor	3
Exam Preparation	40
Total hours	120
<b>Assessment method</b>	
Compulsory assignment	20%
Written exams	80%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-ΜακΛόκλιν, Μ. (1999). <i>Ψυχοδυναμική Συμβουλευτική</i>. Αθήνα: Καστανιώτης.</p> <p>-Sarris, D. (2003). L'apport thérapeutique d'un atelier conte dans le traitement des enfants dysharmoniques de 5-10 ans. <i>Revue Européenne du Handicap Mental</i>, no 26, 39-60.</p> <p>-Πολυχρονοπούλου, Σ. (2004). <i>Παιδιά και έφηβοι με ειδικές ανάγκες και δυνατότητες</i>. Αθήνα: Αυτοέκδοση.</p> <p>-Σαρρής, Δ. (2004). <i>Ο ρόλος του παραμυθιού και της μαριονέτας στην αντιμετώπιση των μαθησιακών δυσκολιών. Γνωστική και ψυχαναλυτική προσέγγιση</i> Αθήνα: Άνθρωπος.</p> <p>-Thomas, G. &amp; Loxley, A. (2001): <i>Deconstructing Special Education and Constructing Inclusion</i>. Buckingham Open University.</p>	

<b>PSYCHOLOGY OF MOTIVATION</b>	
Lecturer's Name Georgia Papantoniou	
Course Code ΠINE222	Semester VI
Study Year 3 <sup>rd</sup>	Course Level Third
ECTS 4	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<p>Definition and forms of motivation, main concepts and research methods in the psychology of motivation; biological and physiological bases of motivation; biological motives: instincts; physiological motives: hunger, thirst, sleep, sex; theories of motivation: psychoanalytic, humanistic, arousal/optimal level, behavioristic (drives, incentives); motives as personality traits: achievement motives; cognitive theories: Lewin's field theory, theories of cognitive consistency and causal attribution; applications of the theories of causal attribution into school, health, intimate relationships; motivation and volition; the self as source of motivation;</p>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Optional short assignments</li> <li>➤ Group tutorials</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	39
Tutorials	10
Study for course preparation (library search, internet search for bibliography, preparation of oral presentation, short essays)	28
Collaboration with tutor	3
Exam Preparation	40
Total hours	120
<b>Assessment method</b>	
Optional assignment	30%
Written exams with assignment	70%
Written exams without assignment	100%
Research assignment for ERASMUS students	40%
Written exams with assignment for ERASMUS students	60%
Written exams without assignment for ERASMUS students	100%
Oral exams	100%
Assignment (with declared number of pages (60) for graduating students only)	100%
<b>Selected Bibliography</b>	
<p>-Κωσταρίδου-Ευκλείδη, Α. (1995). <i>Ψυχολογία Κινήτρων</i>. Αθήνα: Ελληνικά Γράμματα.  -Κωσταρίδου-Ευκλείδη, Α. (1998). <i>Τα κίνητρα στην εκπαίδευση</i>. Αθήνα: Ελληνικά Γράμματα.  -Pintrich, P. R., &amp; Schunk, D. H. (2002). <i>Motivation in education: Theory, research and applications</i>. New Jersey: Prentice Hall.  -Wigfield, A., &amp; Eccles, J. S. (2002). <i>Development of achievement motivation</i>. Oxford: Elsevier.</p>	

<b>ELEMENTS OF PEDIATRICS</b>	
Lecturer's Name Vassilis Koutras	
Course Code ΠINE414	Semester VI
Study Year 3 <sup>rd</sup>	Course Level Third
ECTS 4	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Children's diseases.</li> <li>2. Endo- and exo-uterine growth.</li> <li>3. Psychokinetic development of children.</li> <li>4. Growth disorders (insufficient weight increase, obese children, short /tall children).</li> <li>5. Development disorders (speech, hearing, eye-sight disorders, brain paralysis, special learning difficulties).</li> <li>6. Behaviour disorders (nocturnal urination, tick, neurogenic anorexia, child abuse)</li> <li>7. Younger and older children's nutrition.</li> <li>8. Neonatology – endo-uterine and perinatal infections</li> <li>9. Endocrinal diseases (diabetes, cushing syndrome, relative hypothyroidism).</li> <li>10. Metabolic diseases (phenylketonuria, galactosemia).</li> <li>11. Chromosomal disorders (Down Syndrome, Turner Syndrome).</li> <li>12. Immunity and immunization – Vaccines.</li> <li>13. Blood system (iron-deficiency anaemia, Mediterranean anaemia)</li> <li>14. Breathing system (acute tonsillitis, pharyngitis, acute laryngitis, pneumonia, bronchic asthma)</li> <li>15. Infectious diseases (measles, German measles, chickenpox, infantile paralysis/poliomyelitis, infectious mononucleosis, tuberculosis, brucellosis).</li> <li>16. Digestive system (stomatitis, lactose intolerance, acute appendicitis).</li> <li>17. Urinal system (urinary tract infection, glomerulonephritis).</li> <li>18. Nervous system (fever convulsions, epilepsy, meningitis).</li> <li>19. Child orthopedics (scoliosis, relative hip luxation, rickets).</li> <li>20. Skin (cnidosis, anaphylaxis, Head lice infestation).</li> <li>21. Malignant diseases (acute leukemia, lymphoma, brain tumors).</li> <li>22. Emergency medicine in infants and children (cardiovascular recovery, airway obstruction by foreign body, electric shock, fractures).</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Short individual and group assignments</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	30
Collaboration with tutor	5
Exam Preparation	40
Total hours	114
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%



**Selected Bibliography**

- Βρυώνης, Γ.(2004). *Παιδιατρική*. Ιωάννινα: Εφύρα.
- Λαπατσάνης, Λ. (1996). *Βασική Παιδιατρική*. Αθήνα: Λίτσας.
- Ματσανιώτης, Ν., Καρπάθιος, Ο.(1995). *Παιδιατρική*. Αθήνα: Λίτσας.
- Behrman, B., Kliegman, R. (2004). *Βασική Παιδιατρική Nelson*. Αθήνα: Λίτσας.
- Rudolf, M., Levene, M.(2008). *Επίτομη Κλινική Παιδιατρική*. Αθήνα: Παρισιάνος.
- Stoppard, M.(1996). *Ιατρική Εγκυκλοπαίδεια για μωρά και παιδιά*. Αθήνα: Ακμή.

<b>SYSTEMATIC CONSIDERATION OF THE FAMILY</b>	
Lecturer's Name Artemis Giotsa	
Course Code ΠΝΥ214	Semester VII
Study Year 4 <sup>th</sup>	Course Level Third
ECTS 4	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Study of the family during 20<sup>th</sup> century.</li> <li>2. Family shapes and definitions.</li> <li>3. Specification criteria of family forms.</li> <li>4. The Greek family.</li> <li>5. Development circles in the family.</li> <li>6. Psychological study of the family. Psychodynamic approach to the family. Behaviouristic approach to the family.</li> <li>7. Systematic approach to the family.</li> <li>8. Structure and function of the family.</li> <li>9. The main subsystems of the family. Role formation in the family. The subsystem of the spouses. The subsystem of the parents. The subsystem of the siblings.</li> <li>10. Leadership in the family.</li> <li>11. Family and boundaries. The concept of boundary. Factors determining boundaries inside the family. Boundary types in the family system. Open, closed and functional boundaries. Boundary formation in each developmental stage of the child.</li> <li>12. Emotional learning in the family. Results of emotional learning. Emotional learning as a developmental stage. Emotional learning and self-control.</li> <li>13. Types of education in the family.</li> <li>14. Stages of emotional learning. Strategies of emotional learning in the family.</li> <li>15. Emotional learning in various ages.</li> <li>16. Family and school. The school as system.</li> <li>17. School and family communication models.</li> <li>18. Parental involvement.</li> <li>19. Family and values. Experiences and research data.</li> <li>20. Intercultural study of the family.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures - short individual and group assignments</li> <li>➤ Group tutorials</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials	13
Study for course preparation	40
Collaboration with tutor	3
Exam Preparation	40
Total hours	122
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
Oral exams	100%
<b>Selected Bibliography</b>	
<p>-Γεωργίου, Σ. (2000). <i>Σχέση σχολείου-οικογένειας και ανάπτυξη του παιδιού</i>. Ελληνικά Γράμματα.</p> <p>-Gottman, J., (2000), <i>Η συναισθηματική νοημοσύνη των παιδιών</i>, Αθήνα: Ελληνικά Γράμματα.</p> <p>-Παπαδιώτη-Αθανασίου, Β., (2000), <i>Οικογένεια και όρια</i>, Αθήνα: Ελληνικά Γράμματα.</p> <p>-Παρασκευόπουλος, (2004). <i>Η δημιουργική σκέψη στο σχολείο και στην οικογένεια</i>. Εκδόσεις: Γκέλμπεσης Γ.</p> <p>-Ρήγα, Α.Β. (2008). <i>Η οικογένεια στην Ελλάδα σήμερα</i>. Ελληνικά Γράμματα.</p>	

-Georgas, J., Berry, J., van de Vijver, F., Kagitcibasi, C., & Poortinga, Y. (2006), *Families across cultures. A 30 nation Psychological study*. Cambridge: Cambridge University Press.

-Χατζηχρήστου, Χ. (2008). *Κοινωνική και Συναισθηματική αγωγή στο σχολείο. Πρόγραμμα Προαγωγής της Ψυχικής Υγείας και της Μάθησης*. Αθήνα: Τυπωθήτω-Γιώργος Δαρδανός.

### III. MODULE OF NATURAL SCIENCES IN EDUCATION

<b>INTRODUCTION TO I.C.T. IN EDUCATION</b>	
Lecturer's Name Jenny Pagge	
Course Code ΠΝΥ302	Semester II
Study Year 1 <sup>st</sup>	Course Level First
ECTS 4	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Introduction to the course topic.</li> <li>2. Hardware: CPU (Central Processing Unit), standard input and output units (description and components).</li> <li>3. Software.</li> <li>4. Word, PowerPoint.</li> <li>5. Networks and Communication.</li> <li>6. Distance Learning.</li> <li>7. ICT in Education.</li> <li>8. Life-long learning.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Short individual and group assignments</li> <li>➤ Group tutorials</li> <li>➤ Lab tutorials in groups</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials and lab tutorials	13
Study for course preparation	40
Collaboration with tutor	3
Exam Preparation	40
Total hours	122
<b>Assessment method</b>	
Optional assignment	40%
Written exams with assignment	60%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Μακρής Π., Παγγέ Τ. (2000). <i>Πληροφορική για Νηπιαγωγούς</i>. Πανεπιστήμιο Ιωαννίνων. Ιωάννινα.</p> <p>-Πάνος Μακρής, (1998). <i>Ο Computer με απλά λόγια</i>, εκδόσεις Πέρσωναλ, Αθήνα</p> <p>-Larry L. Wear, James R. Pinkert, Larry C. Wear , William G. Lane Computers, (1991) <i>An introduction to hardware and software design</i>, McGraw-Hill Eds.</p> <p>-Carl Hamacher, Zvonko Vranesic and Safwat Zaky, (2002). <i>“Computer Organization”</i>, 5th Edition McGraw-Hill.</p>	

<b>INTRODUCTION TO COMPUTATIONAL STATISTICS</b>	
Lecturer's Name: Jenny Pagge	
Course Code ΠΝΥ303	Semester II
Study Year 1 <sup>st</sup>	Course Level First
ECTS 3	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Introduction: Population-Random Sample-Variable.</li> <li>2. Descriptive Statistics: Frequency Tables, Graphic Display of Categorical and Continuous Data.</li> <li>3. Measures of Central Tendency and Variability.</li> <li>4. Elements of Probability Theory.</li> <li>5. Random Variable – Probability Distribution – Expected Value and Variance. Special Discrete and Continuous Distributions (Binomial, Poisson, Normal, Standard Normal).</li> <li>6. Statistical Inference: Point Estimation – Confidence Intervals.</li> <li>7. Testing Statistical Hypotheses: z-test, t-test, Hypotheses about Differences in Means.</li> </ol>	
<b>Teaching method</b>	
➤ Lectures	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	25
Collaboration with tutor	3
Exam Preparation	25
Total hours	92
<b>Assessment method</b>	
Written exams	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
-Dietz, T. and Kalof, L. (2009). Introduction to Social Statistics. Wiley – Blackwell. -Ζωγράφος, Κ. (2007). <i>Μαθήματα Πιθανοτήτων και Στατιστικής</i> . Παν/μιο Ιωαννίνων. -Λουκάς, Σ. (2003). <i>Στατιστική</i> . Εκδόσεις Κριτική. Αθήνα. -Sullivan, M. (2006). <i>Fundamentals of Statistics</i> . Prentice Hall, 2 <sup>nd</sup> Edition.	

<b>SOCIAL SCIENCE STATISTICS</b>	
Lecturer's Name Jenny Pagge	
Course Code ΠΙΝΕ306	Semester III
Study Year 2 <sup>nd</sup>	Course Level Second
ECTS 3	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. General concepts of Statistics.</li> <li>2. Descriptive Statistics.</li> <li>3. Case Control.</li> <li>4. Non-parametric analysis.</li> <li>5. Probabilities.</li> <li>6. Introduction to SPSS.</li> <li>7. Data analysis.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Group tutorials</li> <li>➤ Lab tutorials in groups</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials and lab tutorials	13
Collaboration with tutor	3
Exam Preparation	50
Total hours	92
<b>Assessment method</b>	
Oral exams	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Ρούσσος Π., Τσαούσης Γ. (2002). <i>Στατιστική εφαρμοσμένη στις κοινωνικές επιστήμες</i>. Εκδ. <u>Ελληνικά Γράμματα</u>. Αθήνα.</p> <p>-Μακράκης Β. (2005). <i>Ανάλυση δεδομένων στην επιστημονική έρευνα με τη χρήση του SPSS</i>. Εκδ. Gutenberg: Αθήνα.</p> <p>-David W. Stockburger (1998) <i>INTRODUCTORY STATISTICS: CONCEPTS, MODELS, AND APPLICATIONS</i>, WWW Version 1.0</p> <p>- <a href="http://davidmlane.com/hyperstat/">http://davidmlane.com/hyperstat/</a></p> <p>-<a href="http://www.statsoft.com/textbook/stathome.html">http://www.statsoft.com/textbook/stathome.html</a></p> <p>-Τσιάντας, Ν., Μωυσιάδης, Χ., Μπαγιάτης, Ντ., Χατζηπαντελής, Θ. (1999). <i>Ανάλυση δεδομένων με τη βοήθεια στατιστικών πακέτων</i>, Ζήτης, Θεσσαλονίκη.</p> <p>-Bartholomew, D., Steele, F., Moustaki, I., Galbraith, J. (2007). <i>Ανάλυση πολυμεταβλητών δεδομένων για κοινωνικές επιστήμες</i>. Επίκεντρο, Θεσσαλονίκη.</p>	

<b>TEACHING OF MATHEMATICS II</b>	
Lecturer's Name Xenia Vamvakoussi	
Course Code NY109α	Semester VI
Study Year 3 <sup>rd</sup>	Course Level Third
ECTS 5	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Space and Geometry <ul style="list-style-type: none"> <li>• Spatial relationships.</li> <li>• Topological approach to space.</li> <li>• Projective approach to space.</li> <li>• Euclidean (space) approach to space</li> <li>• Geometric concepts development: Piagetian approach, Van Hiele's theory, theory of geometric concepts.</li> <li>• Teaching approach at preschool</li> </ul> </li> <li>2. Quantities/sizes and measurements <ul style="list-style-type: none"> <li>• The conceptual field of continuous sizes: continuous sizes, metre and measurement units, measurement processes.</li> <li>• Development of the concepts of sizes and their measurement.</li> <li>• Difficulties in understanding sizes and their measurement.</li> <li>• Teaching approach at preschool</li> </ul> </li> <li>3. Numerical concepts <ul style="list-style-type: none"> <li>• Meaning of natural numbers</li> <li>• Structure of natural numbers.</li> <li>• Number representations.</li> <li>• Development of numerical concepts: Piaget, Gelaman.</li> <li>• Teaching approach at preschool.</li> </ul> </li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures – Lab tutorials in groups</li> <li>➤ Kindergarten practice</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Lab tutorials	13
Study for course preparation	30
Compulsory kindergarten practice	40
Kindergarten practice-related assignment preparation	10
Collaboration with tutor	5
Exam Preparation	30
Total hours	154
<b>Assessment method</b>	
Compulsory assignment	20%
Written exams	80%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Copeland, R. (1984). <i>How children learn mathematics</i>. New York: Macmillan Publishing Company.</p> <p>-Kamii, C., De Clark, G. (1995). <i>Τα παιδιά ξαναεφευρίσκουν την Αριθμητική</i>. Αθήνα: Εκδόσεις Πατάκη.</p> <p>-Καφούση, Σ., Σκουμπουρδή, Χ. (2008). <i>Τα Μαθηματικά των παιδιών 4-6 ετών</i>. Αθήνα: Εκδόσεις Πατάκη.</p> <p>-Mansfield, H., Pateman, N. A. &amp; Bednarz, N, (Eds). (1996). <i>Mathematics for tomorrow's young children</i>. Dordrecht: Kluwer Academic Publishers.</p> <p>-Nunes, T. &amp; Bryant, P. (2007). <i>Τα παιδιά κάνουν Μαθηματικά</i>. Αθήνα: Gutenberg.</p> <p>-Τζεκάκη, Μ. (1996). <i>Μαθηματικές Δραστηριότητες για την προσχολική ηλικία</i>. Αθήνα: Gutenberg.</p> <p>-Τζεκάκη, Μ. (2007). <i>Μικρά παιδιά, μεγάλα μαθηματικά νοήματα</i>. Αθήνα: Gutenberg.</p>	

<b>SCIENCE EDUCATION AT PRESCHOOL II</b>	
Lecturer's Name Katerina Plakitsi	
Course Code ΠΝΕ149	Semester VI
Study Year 3 <sup>rd</sup>	Course Level Third
ECTS 5	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. The role of early childhood teacher under the prism of contemporary learning theories.</li> <li>2. Intercultural and interdisciplinary approaches in Science Education.</li> <li>3. The role of the museum in Science Education.</li> <li>4. Science Education and new technologies.</li> <li>5. Assessment in Science Education.</li> <li>6. Teaching strategies in Science Education.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures - Short individual and group assignments</li> <li>➤ Lab tutorials in groups</li> <li>➤ Two-week kindergarten practice</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Lab tutorials	13
Study for course preparation	30
Compulsory kindergarten practice	40
Kindergarten practice-related assignment preparation	10
Collaboration with tutor	5
Exam Preparation	30
Total hours	154
<b>Assessment method</b>	
Compulsory lab tutorial	20%
Compulsory kindergarten practice-related assignment	20%
Oral exams	60%
Research assignment for ERASMUS students	60%
Compulsory lab tutorial for ERASMUS students	20%
Compulsory kindergarten practice-related assignment for ERASMUS students	20%
<b>Selected Bibliography</b>	
<p>-American Association for the Advancement of Science (AAAS), (1990), <i>Project 2061: Science for All Americans</i>, Oxford University Press. (<a href="http://www.project2061.org">http://www.project2061.org</a>).</p> <p>-Roth, W. M. (1995). <i>Authentic school science: Knowing and learning in open-inquiry science laboratories</i>. Dordrecht, Netherlands: Kluwer Academic Publishing.</p> <p>-Unesco, (1993), <i>Project 2000+ Science and Technology Education for All</i>. (<a href="http://www.ddc2000.com/products/s2k_s&amp;s.htm#u51">http://www.ddc2000.com/products/s2k_s&amp;s.htm#u51</a>).</p> <p>-Πλακίτση Κατερίνα, (2007) (προς εκτύπωση). <i>Διδακτική των Φυσικών Επιστημών στην προσχολική και πρώτη σχολική ηλικία: Σύγχρονες τάσεις και προοπτικές</i>. Αθήνα, Εκδόσεις Πατάκη, σ. xxx.</p> <p>-Ραβάνης, Κ. (2003). <i>Οι Φυσικές Επιστήμες στην Προσχολική Εκπαίδευση</i>, Τυπωθήτω, Αθήνα.</p>	



<b>TOPICS IN TEACHING MATHEMATICS AT PRESCHOOL</b>	
Lecturer's Name Maria Kaldrimidou	
Course Code NE116α	Semester VII
Study Year 4 <sup>th</sup>	Course Level Third
ECTS 3	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Analysis of teaching approaches in early childhood. <ul style="list-style-type: none"> <li>• Bibliographical update</li> <li>• Article Analysis</li> <li>• Comparative study of teaching approaches</li> </ul> </li> <li>2. Teaching situation planning <ul style="list-style-type: none"> <li>• Teaching approach planning on the basis of the mathematical aim.</li> <li>• Analysis of the mathematical aim on the basis of the teaching approach.</li> </ul> </li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Individual assignments</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Lab tutorials	13
Study for course preparation	40
Collaboration with the lecturer	5
Assignment preparation	40
Total hours	124
<b>Assessment method</b>	
Compulsory assignment	100%
<b>Selected Bibliography</b>	
<p>-Bishop, A., Clements, K., Keitel. Ch., Kilpatrick, J., Laborde. C. (1996). <i>International Handbook of Mathematics Education</i>. Dordrecht: Kluwer Academic Publishers.</p> <p>-Copeland, R. (1984). <i>How children learn mathematics</i>. New York: Macmillan Publishing Company.</p> <p>-Mansfield, H., Pateman, N. A. &amp; Bednarz, N, (Eds). (1996). <i>Mathematics for tomorrow's young children</i>. Dordrecht: Kluwer Academic Publishers.</p> <p>-Nunes, T. &amp; Bryant, P. (2007). <i>Τα παιδιά κάνουν Μαθηματικά</i>. Αθήνα: Gutenberg.</p> <p>-Τζεκάκη, Μ. (2007). <i>Μικρά παιδιά, μεγάλα μαθηματικά νοήματα</i>. Αθήνα: Gutenberg</p> <p>-Πατρώνης, Τ. (2001). <i>Θεμελιώδεις μαθηματικές έννοιες και παιδική σκέψη</i>. Αθήνα: Δίπτυχο.</p>	

<b>TOPICS IN SCIENCE EDUCATION</b>	
Lecturer's Name Katerina Plakitsi	
Course Code ΠΙΝΕ136	Semester VIII
Study Year 4th	Course Level Third
ECTS 4	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Teaching flotation and solid body submersion in early childhood.</li> <li>2. Teaching the water cycle.</li> <li>3. Teaching air properties and air contamination.</li> <li>4. Teaching traditional and contemporary ways of production in relation to human needs.</li> <li>5. Teaching basic concepts, such as space, time, objects and causality.</li> <li>6. Intercultural approaches towards a specific theme.</li> <li>7. The teacher's and the student's role in Science Education and Environmental Education.</li> <li>8. Conditions and processes for cooperative learning in Environmental Education.</li> <li>9. Historical and philosophical dimensions of natural sciences.</li> <li>10. The nature of science.</li> </ol> <p>* The themes mentioned above are only indicative and may differ according to the participants' preferences.</p> <p>* The study of each topic includes the following: the subject of knowledge, the difficulties encountered by children in understanding the relative concepts, suggested side activities, teaching tools and series of activities or projects focusing on each topic.</p>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures - Seminars</li> <li>➤ Individual and group assignments</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Assignment preparation	40
Collaboration with tutor	5
Total hours	124
<b>Assessment method</b>	
Compulsory assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Κολιόπουλος, Δ. (2006). <i>Θέματα Διδακτικής των Φυσικών Επιστημών. Η συγκρότηση της σχολικής γνώσης</i>, Αθήνα, Μεταίχμιο.</p> <p>-Κόκκοτας, Π. (2002) <i>Διδακτική των Φυσικών Επιστημών II. Σύγχρονες προσεγγίσεις στη διδασκαλία των Φυσικών Επιστημών</i>, 3η έκδοση βελτιωμένη, εκδ. Γρηγόρη, Αθήνα.</p> <p>-Σταυρίδου Ε. (2000) <i>Συνεργατική μάθηση στις Φυσικές Επιστήμες: Μια εφαρμογή στο Δημοτικό Σχολείο</i>, εκδ. Πανεπιστημιακές Εκδόσεις Θεσσαλίας, Βόλος.</p> <p>-Κουλαϊδής Β. (Επιμ.) (1995) <i>Αναπαραστάσεις του φυσικού κόσμου</i>, εκδ. Gutenberg, Αθήνα.</p> <p>-McComas, W. F. (Ed.) (1998). <i>The Nature of Science in Science Education: Rationales and Strategies</i>. Dordrecht, The Netherlands: Kluwer (Springer) Academic Publishers.</p>	

#### IV. MODULE OF GENERAL EDUCATION

<b>INTRODUCTION TO THE GREEK LANGUAGE AND LINGUISTICS</b>	
Name of Lecturer: Nikoletta Tsitsanoudis - Mallidis	
Course Code ΠΕΥ100	Semester I
Year of Studies 1 <sup>st</sup>	Level Course Second
ECTS 4	Teaching credits 3
Course Category: Compulsory Elective	
Language of Teaching: Greek	
<p><b>Course Content</b></p> <p>In the frame of the course we present the beginnings of Linguistics and the progress till today. We teach basic funds from <i>General Linguistics Classes</i> by Ferdinand de Saussure and we deliver levels of Linguistic Analysis (Phonetics, Phonology, Morphology, Syntax, Semantics and Vocabulary). The tools of modern linguistics are utilized for the study of Greek Language with emphasis on teaching of Modern Greek.</p> <p><b>Specifically, the lesson covers the following topics:</b></p> <ol style="list-style-type: none"> <li>1. History of Linguistics and relations with other sciences</li> <li>2. The linguistic value. The linguistic phenomenon. Discourse, Speech, Language</li> <li>3. The nature of the linguistic sign.</li> <li>4. Mother language teaching</li> <li>5. Phonetics, phonology, morphology: phonological structure, interaction between morphology and syntax, diachronic developments</li> <li>6. Syntax and Semantics</li> <li>7. Greek language and sociocultural contexts</li> <li>8. The genres as social events</li> <li>9. Linguistic differences</li> <li>10. Issues of language and identity</li> </ol>	
<p><b>Teaching Methods</b></p> <ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Individual and group projects</li> </ul>	
<b>Hours of student's work:</b>	
Total hours of lesson instruction per semester	39
Number of hours required for the preparation of lesson	40
Number of hours of meetings with the lecturer	5
Number of hours for student's preparation for the exams	40
<b>TOTAL HOURS</b>	<b>124</b>
<b>Assessment Method</b>	
Optional assignment	20%
Written or oral exams with assignment	80%
Written or oral exams without assignment	100%
Research assignment for ERASMUS students	100%
<p><b>Bibliography</b></p> <p>-Martinet, A. (1997). <i>Elements of General Linguistics</i>. Translated by A. L. Charalambopoulos. Thessaloniki: Aristotle University of Thessaloniki – Institute of Modern Greek Studies [Manolis Triantafyllidis Foundation].</p> <p>-Babiniotis, G. (2010). <i>Meditations on language and our language. Simple language and linguistics lessons</i>. Athens: Kastaniotis.</p> <p>-Saussure, F. De (1979). <i>Course in General Linguistics</i>. Translated by Ph. D. Apostolopoulos. Athens: Papazissis.</p>	

<b>Introduction .....</b>	
Name of Lecturer: <b>Theodoros Thanos</b>	
Course Code ΠΕΥ101	Semester I
Year of Studies 1 <sup>st</sup>	Level Course Second
ECTS 4	Teaching credits 3
Course Category: Compulsory Elective	
Language of Teaching: Greek	
<b>Course Content</b>	
<b>Teaching Methods</b>	
➤ Lectures	
➤ .....	
<b>Hours of student' s work:</b>	
Total hours of lesson instruction per semester	39
Number of hours required for the preparation of lesson	40
Number of hours of meetings with the lecturer	5
Number of hours for student's preparation for the exams	40
<b>TOTAL HOURS</b>	<b>124</b>
<b>Assessment Method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Bibliography</b>	
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<b>INTERNATIONAL FAIRY TALES</b>	
Lecturer's Name Marianna Spanaki	
Course Code ΠINE437	Semester III
Study Year 2 <sup>nd</sup>	Course Level Second
ECTS 4	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<p>The course focuses on classic tales and collections of European fairytales, such as the ones by the Brothers Grimm, and Charles Perault amongst others and examines how they were established as children's stories internationally. It deals with the transition from the oral tradition of folktales to the creation of collections of stories appropriate for children taking into account invented ideas about childhood. It refers to historical and cultural constraints and the influences of European thought which led to the emergence of related interests. Furthermore, the course examines the retellings of folk tales and myths resulting to literary tales and it deals with H.C. Andersen's works and some more recent stories. The course will also examine how the tradition of classic tales, and the European fairytales passed into Greece with the help of translations and adaptations, independent publications, school book texts and magazines by focusing on issues of fictionalization, reception and retelling of well known tales both by adults and children. It will discuss the relationship of the folktale and mythic story with children's literature and will refer to specific works. Furthermore, it will investigate issues of adaptation, illustration and film. The course will also deal with some aspects of the creative application of the techniques of adaptation from the repertoire of the international classic tales and fairy tales as regards working together with young children.</p>	
<b>Teaching method</b>	
➤ Lectures - short individual and group assignments – video projections	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	60%
Oral exams for ERASMUS students	40%
<b>Selected Bibliography</b>	
<p>-Ζαν, Ζ., <i>Η δύναμη των παραμυθιών</i>, Αθήνα: Καστανιώτης 1996.          -Β.Δ. Αναγνωστόπουλος, <i>Τέχνη και Τεχνική του παραμυθιού</i>, Αθήνα: Καστανιώτης 1997.          -Αυδίκος, Β. επιμ. <i>Από το παραμύθι στα κόμικς. Παράδοση και νεωτερικότητα</i>, Αθήνα: Οδυσσεύς 1996.          -Καπλάνογλου, Μ. <i>Ελληνική λαϊκή παράδοση. Τα παραμύθια στα περιοδικά για παιδιά και νέους 1836-1922</i>, Αθήνα: Ελληνικά Γράμματα 1998.          -Γεωργίου-Νίλσεν, Μ., <i>Μια φορά κι ένα καιρό ήταν ένας Άντερσεν</i>. Αθήνα: Καστανιώτης 1994.</p>	

<b>EDUCATIONAL RESEARCH METHODOLOGY</b>	
Lecturers' Names: Charilos Zaragas, Thomas Bakas, Theodoros Thanos & Lida Stergiou	
Course Code ΠINE 312	Semester III
Study Year 2 <sup>nd</sup>	Course Level Second
ECTS 4	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<p><b>Course Content</b> This course focuses on the introductory elements of research and the processes for research planning and realization. It also involves the actual writing of a research paper, beginning with the structure of the research description up to the main and complementary elements.</p> <p>Specifically, the main course units are the following:</p> <ol style="list-style-type: none"> <li>1. Introduction (Meaning and Content of educational research, types of research).</li> <li>2. Research planning and organization (Problem selection, aims, objectives, assumptions, bibliographical review).</li> <li>3. Data collection (questionnaires, interviews etc.)</li> <li>4. Research process (research population and sample, data collection process, pilot research, data processing etc.)</li> <li>5. Presentation of findings, analysis and interpretation.</li> <li>6. Research paper writing.</li> </ol>	
<p><b>Teaching method</b></p> <ul style="list-style-type: none"> <li>➤ Lectures - short individual and group assignments</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials and lab tutorials	13
Study for course preparation (bibliographical search, internet search, assignment presentation preparation)	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<p><b>Selected Bibliography</b></p> <p>-Kolin Robson, (2007), (μτφ. Β. Νταλάκου, Κ. Βασιλάκου), <i>Η έρευνα του πραγματικού κόσμου. Ένα μέσον για κοινωνικούς επιστήμονες και επαγγελματίες ερευνητές</i>, εκδ. Gutenberg, Αθήνα.</p> <p>-Αθανασίου, Λ. (2007). <i>Μέθοδοι και τεχνικές έρευνας στις επιστήμες της αγωγής</i>, εκδ. Εφύρα, Ιωάννινα.</p> <p>-Coen L., Manion L., (μτφ. Χ. Μητσοπούλου, Μ. Φιλοπούλου), (2000), <i>Μεθοδολογία Εκπαιδευτικής Έρευνας</i>, εκδ. Μεταίχμιο.</p> <p>-Βάμβουκας Μ., (1988), <i>Εισαγωγή στην Ψυχοπαιδαγωγική έρευνα και Μεθοδολογία</i>, εκδ. Γρηγόρη, Αθήνα.</p> <p>- Παπαναστασίου Κ., (1996), <i>Μεθοδολογία εκπαιδευτικής έρευνας</i>, Λευκωσία.</p> <p>- Παρασκευόπουλος Ι. (1993), <i>Μεθοδολογία Επιστημονικής έρευνας</i>, τόμοι 1 &amp; 2, αυτοέκδοση</p>	

<b>MODERN GREEK MYTHOLOGY</b>	
Lecturer's Name P.D. 407	
Course Code PINE441	Semester IV
Study Year 3 <sup>rd</sup>	Course Level Second
ECTS 4	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<p>Conceptual clarifications on myth and mythology. The diffusion of myths in various research fields. The historical and social context of modern Greek fables. Study of traditional and modern society. The folklore point of view. Greek mythology content, modern Greek cosmological myths / traditions on giants, the ocean, the earth shape. Mythical narratives on the sky, the universe, the earth, the stars, the moon, the animals, the birds. Earthly deities, demonic creatures, Cyclops, fairies, Goblins/hobs/poltergeists, Angels, Charon. The Nether world, Fortune, Destiny, the Second Advent, the Devil. Myths and beliefs about ghost worship. Honoring the fire, the water, the earth, the air, the trees, the stones, the animals. Worshipping, inhibiting, purifying and cathartic myths. Themes and forms of ancient mythical world in modern Greek tradition. Mythical themes and patterns in folk art of architecture, painting, sculpting, weaving, etc. The myth in various types of folk literature: the fairytale, its concept, content, origin and dissemination, various theories, research and fairytale classification, traditions and various problems of origin, content and classification, the proverb, the riddle, the folk song, its context and function. Folk narratives in general. The educational and pedagogical value of narratives in everyday life and the learning process. Fairytale narratives. The use of Modern Greek mythological material in the educational process and especially in early childhood education.</p>	
<b>Teaching method</b>	
➤ Lectures and short individual and group assignments	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>- Μ.Γ. Μερρακλής, <i>Τα παραμύθια μας</i>, (1973), Θεσ/νίκη.  -Μ.Γ. Μερρακλής, <i>Τι είναι λαϊκή λογοτεχνία</i>, (1988), Αθήνα: ΚΜΕ, Σύγχρονη Εποχή,.  -Πολίτης Ν. Γ., <i>Μελέτη επί του βίου των Νεοτέρων Ελλήνων. Νεοελληνική Μυθολογία</i>, (1871), εν Αθήναις.  -Πολίτης Ν. Γ., <i>Παραδόσεις. Μελέτη περί του βίου και της Γλώσσης του Ελληνικού λαού</i>, (χ.χ.), Αθήναι: εκδ. Ιστορική έρευνα.  -Β.Γ.Προπ, <i>Μορφολογία του παραμυθίου</i>, (1991), Αθήνα: εκδ. Καρδαμίτσα.  -Μπρούνο Μπετελχάιμ, <i>Η γοητεία των παραμυθιών. Μια μηχαναλυτική προσέγγιση</i>, (1995), Αθήνα: εκδ. Γλάρος.</p>	

<b>HISTORY OF MODERN GREECE AND MODERN GREEK CIVILIZATION II</b>	
Lecturer's Name Apostolos G. Papaioannou	
Course Code ΠINE407	Semester V
Study Year 3 <sup>rd</sup>	Course Level Second
ECTS 4	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Transformations in Modern Greek society in 19<sup>th</sup> century.</li> <li>2. Economic development and alteration of social relations.</li> <li>3. Ideological orientations.</li> <li>4. Liberal movements.</li> <li>5. Revolutionary movements in 1948-1949.</li> <li>6. Greece and the Eastern affair.</li> <li>7. Greece and the Epirus affair.</li> <li>8. Greece and the Macedonian-Thracian affair.</li> <li>9. Greece and the Cretan affair.</li> <li>10. Greece and the Cyprus affair.</li> </ol>	
<b>Teaching method</b>	
➤ Lectures and short individual and group assignments	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Ιστορία του Ελληνικού Έθνους, τ. ΙΣΤ', (2000), Αθήνα, Εκδοτική Αθηνών.</p> <p>-Jean Meynaud, Π. Μερλόπουλος-Γ. Νοταράς, <i>Οι πολιτικές δυνάμεις στην Ελλάδα</i>, τ. Α' &amp; Β', (2002), Αθήνα, εκδ. Σαββάλας.</p> <p>-Μανόλης Γλέζος, <i>Εθνική Αντίσταση 1940-1945</i>, τ. Α' &amp; Β', (2006), Αθήνα, εκδ. Στοχαστής.</p> <p>-Γιώργος Μαργαρίτης, <i>Ιστορία του Ελληνικού Εμφυλίου Πολέμου, 1946-1949</i>, τ. Ι' &amp; ΙΙ', (2001), Αθήνα, εκδ. Βιβλιόραμα.</p>	



<b>MODERN GREEK FICTION</b>	
Lecturer's Name Ifigenia Triantou	
Course Code ΠINE433	Semester V
Study Year 3 <sup>rd</sup>	Course Level Second
ECTS 4	Teaching credits
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<p>This course examines the differentiating factors for prose work production, in comparison to poetry, and discusses the historical, social and linguistic conditions for the demarcation of the beginning of Modern Greek prose. The 1789 work "Anonymos" is presented, along with the work and the French short story translations of Rigas Velesinlis, the school of delicate lovers, as well as the prose of Adamantios Korais. The significance of Dionysios Solomos only prose, <i>The Woman of Zakynthos</i> is underlined and authors and works of the old Athenian School are briefly presented. The cutting edge satire of Emm. Roides in <i>Pope Ioanna</i> is one of the works that deconstructed this school's hypocrisy and created new conditions for the production of prose literary works. The oratorical speech, romanticism and the historical fiction were gradually substituted with ηθογραφικός short story, short novels and a little fiction. The following authors are presented: G. Vizyinos, Al. Papadiamantis, I. Kondylakis, G. Drosinis, A. Karkavitsas, G. Psycharis, K. Theotokis, K. Crhistomanos and K. Chatzopoulos. Specifically, their biography and their overall work is presented, specific short stories or excerpts that bring out the particular characteristics of their prose are analysed in depth. Works and authors published up until the appearance of the generation of the 30's are briefly examined.</p>	
<b>Teaching method</b>	
➤ Lectures - short individual and group assignments	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Στεργιόπουλος, Κ. <i>Περιδιαβάζοντας (τόμοι Α'-Ε')</i>, Αθήνα, 1999, Κέδρος.          -Βουτουρής, Π.- Γεωργής, Γ. <i>Ο Ελληνισμός στον 19<sup>ο</sup> αι. Ιδεολογικές και αισθητικές αναζητήσεις</i>, Αθήνα, 2006, Καστανιώτης.          -Macherey, Pierre <i>Pour une Théorie de la production Littéraire</i>, Paris, 1966, F. Maspero.          -Τζιόβας, Δ., <i>Το παλίμψηστο της Ελληνικής αφήγησης</i>, Αθήνα, 2002, Οδυσσέας.          -Τζούμα, Άννα <i>Η διπλή ανάγνωση του κειμένου. Για μια κοινωνιοσημειωτική της αφήγησης</i>. Αθήνα, 1991, Επικαιρότητα.</p>	

<b>PHILOSOPHY OF EDUCATION II</b>	
Lecturer's Name Charalambos Apostolopoulos	
Course Code ΠΝΥ412	Semester VI
Study Year 3 <sup>rd</sup>	Course Level Third
ECTS 4	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. About Enlightenment – I. Kant: <i>Answer to the Question: "What Is Enlightenment?"</i>.</li> <li>2. J.J.Rousseau: <i>Émile: or, on Education</i>, with emphasis on books I-III and especially the principle of self-determination (autonomy).</li> <li>3. KANT: Lectures on Pedagogy.</li> <li>4. I. N. THEODORAKOPOULOS: Creation conditions of new intellectual forms.</li> <li>5. The pedagogical theory of J. F. HERBART. Herbartian stages.</li> <li>6. The pedagogical theory of J. H. PESTALOZZI.</li> <li>7. The pedagogical theory of F. FROEBEL.</li> <li>8. The pedagogical theory of F.D.E. SCHLEIERMACHER.</li> <li>9. The pedagogical theory of W. DILTHEY. The method of hermeneutics in theoretical sciences.</li> <li>10. F. NIETZSCHE: <i>Lessons on Education</i> (= <i>On the future of our educational institutes</i> 1872).</li> <li>11. <i>Mut zur Erziehung</i> ("<u>Courage for education</u>" as an answer to non-authoritarianism in education.)</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Short individual and group assignments</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Albert Reble, <i>Ιστορία της Παιδαγωγικής</i>, Αθήνα 2005 (1990), Εκδ. Παπαδήμα.</p> <p>-Herwig Blankertz, <i>Die Geschichte der Pädagogik. Von der Aufklärung bis zur Gegenwart</i>, Wetzlar 1982.</p> <p>-Jean-Jacques Rousseau, <i>Αιμίλιος ή περί αγωγής</i>, Αθήνα 2001, Εκδ. Πλέθρον</p> <p>-F. Nietzsche, <i>Μαθήματα για την Παιδεία</i>, Αθήνα 2006 (1998), Εκδ. Printa.</p>	

## V. MODULE OF ART AND EDUCATION

<b>INTRODUCTION TO FINE ARTS: THEORY &amp; PRACTICE</b>	
Lecturer's Name Dimitrios Ratsikas	
Course Code NE503α	Semester I
Study Year 1 <sup>st</sup>	Course Level First
ECTS 4	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<p>Introduction to artistic composition. The classical fine arts: painting, sculpting, engraving. The basic axis of fine arts: artistic thinking, theory, practice, production and circulation. In this course, theory and practice are organically structured in the artistic-aesthetic field. The course examines <u>plastic</u> elements and meanings. It includes exercises on shape and colour. Applications: painting on paper, with colour pencil, water colours and tempera. The drawing remains the basis and constant of the above exercises and applications. Its simplest and most abstract expression is in black and white with levels and the special behaviours of shapes and colours, e.g. a white surface looks bigger than a black surface of equal size. At the end, what is important is the pleasure of tangible work, if we want to talk generally about applications and exercises on fine arts. The experience of exercises and applications in Art is the most substantial educational result.</p> <p>Introduction to the theory of form. Introduction to the theory of colour. Basic colours. Other means of contrast. Colour features. The composition of light. The colours of nature. The perception of colours. Colour mixing. Natural and psychological character of colours. The role of colour physiology. Colour symbolism.</p>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures, discussions</li> <li>➤ Tutorials and lab tutorials on individual and group level</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials and lab tutorials	13
Study for course preparation	5
Collaboration with tutor	40
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Πλάτων, <i>Ιππίας Μείζων ή περί του Καλού</i>.</p> <p>-Αριστοτέλης, <i>Περί Ποιητικής</i>, Εκδ. Oxford, μφρ. Σίμου Μενάρδου, <i>Εισαγωγή, Κείμενο, Ερμηνεία</i> Ι. Συκουτρή, Αθήνα, α.έ., Εστία.</p> <p>-Πάουλ Κλέε, <i>Η εικαστική σκέψη</i>, εκδ. Μέλισσα 1989.</p> <p>-Wassily Kandinsky, <i>Cours du Bauhaus</i>-Ed. Denoel/ Gonthier Paris 1975</p> <p>-Βασίλη Καντίνσκι, <i>Σημείο, γραμμή, επίπεδο</i>, εκδόσεις Δωδώνη, Αθήνα – Ιωάννινα.</p> <p>-Nikolas Wacker, <i>La peinture a partir du materiau brut</i>. Ed. Allia, Paris 2004.</p> <p>-Jean Rudel, <i>Technique du dessin</i>, P.U.F., Παρίσι 1979.</p>	

<b>PAINTING: THEORY &amp; PRACTICE</b>	
Lecturer's Name Dimitrios Ratsikas	
Course Code NE506α	Semester II
Study Year 1 <sup>st</sup>	Course Level First
ECTS 4	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<p>Introduction to the theory of art and especially fine arts. Art and Science. Theory of painting. Thinking and practice, the techniques. The plastic elements, form (shape) and colour. The 3-colour theory of colour. Geometry of painting, the theory of analogy. Psycho-physiology of colour. Exercises-applications, constructions.</p> <p>Painting from natural. Abstract and specific descriptive painting. The tools, theoretical, as well as material and their acquisition up to a certain extent, constitutes the necessary material of the course. The science of art, the expression of a new reality (the world is changing), the use of materials and tools, the evaluation, the selection and finally the enthusiasm over their efficiency encourages the students to approximate more easily the masterpieces of art. The precision of measurements, the use of tools, of the ruler, the compass, the triangle, the calculations excite the expression of passion for work. Art is learnt when one works with method and enthusiasm. The basis is the human being. The materials used in the course are: wood along with its potentiality, paper, clay, textile, stone. The amplification of expressive means with traditional and modern means. The necessary tools and their command. Memory, space and time, necessary concepts for the understanding of the world of constructions. The meaning of creation.</p>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures, discussions</li> <li>➤ Tutorials and lab tutorials on individual and group level</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials and lab tutorials	13
Study for course preparation	5
Collaboration with tutor	40
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Guillanne Apollinaire, <i>Οι κυβιστές ζωγράφοι</i>, εκδόσεις Νεφέλη 1983.</p> <p>-Ελένη Βακαλό, <i>Η φυσιολογία της μεταπολεμικής τέχνης στην Ελλάδα</i>, εκδ.Κέδρος 1982.</p> <p>-Daniel Lacomme, <i>La couleur</i>, Εκδ. Dessain et Tolra, Παρίσι 2003, Bordas Παρίσι 1994.</p> <p>-Goethe, <i>Περί Τέχνης</i>, Εκδ. Πρίντα, Αθήνα 2006.</p> <p>-Maurice Deribere, <i>La couleur</i>, Ed. Puf, Paris 1975.</p>	

<b>MUSIC I</b>	
Lecturer's Name P.D. 407	
Course Code NY 502α	Semester III
Study Year 2 <sup>nd</sup>	Course Level Second
Credits 4	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Basic terminology and structure of Musical Pedagogy.</li> <li>2. Basic principles of Music Didactics in early childhood.</li> <li>3. Categories of musical activities at the Kindergarten (singing, music and movement, language and rhythm, listening to sound and music, musical performance with simple instruments and body parts, dramatization, non conventional semiography). Emphasis on singing and movement.</li> <li>4. Basic semiography of literary western music tradition.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Individual/group assignments.</li> <li>➤ Lab tutorials.</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	21
Lab Tutorials	18
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Compulsory lab tutorial	20%
Optional assignment	20%
Written exams	60%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<ul style="list-style-type: none"> <li>- Abel-Struth, S. (1985). <i>Grundriss der Musikpädagogik</i>. Mainz: Schott.</li> <li>- Collwell, R. &amp; Richardson, C. (Eds), (2002). <i>The New Handbook of Research on Music Teaching and Learning</i>. Oxford: University Press.</li> <li>- Young, S. &amp; Glover, J. (2004). <i>Music in the early years</i>. London: RoutledgeFalmer.</li> <li>- Σέρρη Λ. (1995). <i>Προσχολική Μουσική Αγωγή - Η επίδραση της μουσικής μέσα από τη διαθεματική μέθοδο διδασκαλίας στην ανάπτυξη της προσωπικότητας</i>. Αθήνα: Gutenberg.</li> <li>- Μακροπούλου, Ε. &amp; Βαρελάς, Δ. (2001). <i>Μουσική. Το πιο συναρπαστικό παιχνίδι</i>. Αθήνα: Fagotto.</li> </ul>	

<b>DRAMATIZATION, THEATRE EXPRESSION, RHYTHM AND MOVEMENT IN THE PRE-SCHOOL AGE</b>	
Lecturer's Name Ekaterini Karamitrou	
Course Code ΠINE438	Semester V
Study Year 3 <sup>rd</sup>	Course Level Second
ECTS 4	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<p>Knowledge and practice in aesthetics: Improvisation – The compact functionalism of Silence – Emission of imagination – Speech training – Diaphragmatic breathing – Proper expression and usage of Hellenic Language and seminal participation and “complicity” in our cultural tradition. Dramatization: the power of images and the “decoding” of symbols. Aesthetic analysis of representative texts (myths-<i>dromena</i>)- Forms of Theatre animation. Theatre instructions – Theatre as a cultural inheriting possession and a compound artistic creation. Theatre workshops through original, unconventional production. Methodology of reading and analysis of dramatic texts. The institution of the Theatre Group “Faos” (“Workshop of Speech and Art”) aims at the many-faced and interminable “reading” of Theatre language of the vital, potent “logos” which is constructed by the harmonious union between the articulated and bodily Word. The alluring <i>spectacle – training</i> demands the dramatic realization of “ἴδιον ἄλλον” throughout the performance appearances – “εἰδῆ”, the interior aspects, the “mythical” contingencies of human existence and their “interaction”. In order to understand, nevertheless, the “other”, it is previously commanding the acquisition and the perspicuous conception of the “identical” – “ἴδιον”. “Theatre communion” – “μέθεξις” is the <i>transgression locus</i> where the “identical” encounters the “other”. The predominant scientific and artistic concern of Theatrical workshop exercise is focused on the research of the multicultural transformations and dimensions of Dramatic Art. Through “παρά-βασις”. Life is dramatized “elsewhere”, for the sake of our “disincrimination”. Yet, this “representation” of Life is not at all, unfamiliar. The supreme aim of the Theatre Group, beyond the scientific and aesthetic inquiry, is the deep knowledge of lofty dramatic contingencies, of contemporary artistic versions-adaptations, of Theatre’s universal cogency, perpetually instilled, through the great texts and language.</p> <p>The inseparable part in the “Dramatization” instruction is undoubtedly, “Theatre Expression, Rhythm and Movement”, reflected through the dominant remedial dimension of the Chorus which glorifies human body. The primordial, <i>ritual</i> procedure of the Chorus – in the form of “prayer” in its prime youth- is of a primary importance since it comprises a substantial “Study” on Human Body and Soul. Theatre expression, rhythm and movement not only affords the salutary emancipation of the nervous system which “pierces”, moulds and dominates in the world of feelings and actions, but it also offers, awareness of the cognitive form of Human Body. Through the ceremonial Choric exercises, the Body can be cherished as it acquires an outstanding glamour, as it becomes <i>sacred</i>, the “womb” of our action the solemn, rhythmic and appeasing dimension of the Chorus endows Human existence with prestige and dignity. Beyond, nevertheless, the predominance of <i>individuation</i> the Chorus “personifies” the collective spirits, it suggests and fosters the Democratic convictions even, the sense of justice through the <i>interactions</i> of Choric activities. The <i>borrowed transformations</i> of the Choric communication, the Silences which respect the “otherness” the improvisation and the multiple qualitative symbolism of action into a poetic “climate” of solidarity, of sharing and of fundamental togetherness are essential instructions of initiative, of noble believes, of conquered and above all of self-knowledge. The Chorus, an inseparable part of the Performing Art, fumbles and it sometimes decodes, through the rending the Dionysiac <i>dis-membership</i> and <i>multiplication</i> of the images – the superlative “narration” of Life itself – our obscure route of Cry. The Chorus is an age-long shout, sensationally and irrevocably “sealed” by the “detachment” of the leading dancer – “koriphaeus”, from the body of the Chorus. The Chorus teaches <i>gracefulness</i>– “εμμέλεια”, broadmindedness and the rhythmic movement of Silence and unveils to the child the most graceful and poignant “narration” of Life (for example: the Choric Dramatization of fragments from Mythology and Ancient Greek Literature like the: “Labours” of Hercules, Hesiod’s “Theogony” etc).</p>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Short individual and group assignments</li> <li>➤ Group tutorials</li> <li>➤ Lab tutorials in groups</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	13
Tutorials	13
Lab tutorials	13

Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	50%
Oral exams with assignment	50%
Oral exams without assignment	100%
Optional assignment for ERASMUS students	20%
Written exams with assignment in English for ERASMUS students	80%
Written exams in English for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Μουδατσάκης Τ., <i>Το Θέατρο ως Πρακτική Τέχνη στην Εκπαίδευση</i>, Εξάντας, Αθήνα 2005.</p> <p>-Άλκηστις, <i>Το Βιβλίο της Δραματοποίησης</i>, Αθήνα 1989.</p> <p>-Άλκηστις, <i>Το Αυτοσχέδιο Θέατρο στο Σχολείο – Προετοιμασία για τη Δραματοποίηση</i>, Αθήνα 1984.</p> <p>-Σέργη Λ., <i>Δραματική Έκφραση και Αγωγή του Παιδιού</i>, Gutenberg, Αθήνα 1987.</p> <p>-Γραμματάς Θ., <i>Το Ελληνικό Θέατρο στον 20<sup>ο</sup> Αιώνα – Πολιτισμικά Πρότυπα και Πρωτοτυπία</i>, Εξάντας, Αθήνα 2002 (2 τόμοι).</p> <p>-Ομηρικοί Ύμνοι, κείμενο-μετάφραση-σχόλια Δ.Π. Παπαδίδας – Ε. Λαδιά, Καρδαμίτσα, Αθήνα 1985.</p> <p>-Γραμματάς Θ., <i>Fantasyland. Θέατρο για παιδικό και νεανικό κοινό</i>, Τυπωθήτω, Αθήνα 1996.</p> <p>-Θωμαδάκη Μ., <i>Σημειωτική του Ολισθικού Θεατρικού Λόγου</i>, Δόμος, Αθήνα 1993.</p> <p>-Θεατρικός Αντικατοπτρισμός. <i>Εισαγωγή στην Παραστασιολογία</i>, Ελληνικά Γράμματα, Αθήνα 1999.</p> <p>-Κούρια Α., <i>Εικόνες του Παιδιού στην Ελληνική Τέχνη του 20<sup>ου</sup> αιώνα</i>, Δωδώνη, Αθήνα 1991.</p> <p>-Μπακονικόλα – Γεωργοπούλου Χ., <i>Θέατρο και Σχολείο – η Τέχνη του Θεάτρου</i>, Γενική Γραμματεία Νέας Γενιάς/ Τ.Θ.Σ. Πανεπιστημίου Αθηνών, Αθήνα 1998.</p> <p>-Σέξτου Χ. Π., <i>Δραματοποίηση. Το Βιβλίο του Παιδαγωγού Εμψυχωτή</i>, Καστανιώτης, Αθήνα 1998.</p> <p>-Beauchamp H. <i>Les Enfants et jeu dramatique</i>, De Boeck, Bruxelles 1984.</p> <p>-Deldime R., <i>Le theatre pour enfants. Approches psychopedagogique, Semantique et semiologique</i>, Bruxelles, A. De Boeck (Collection Universe des Sciences Humaines), Paris 1976.</p> <p>-Ubersfeld A. <i>L' école du spectateur</i>, Editions Sociales (Collection Classiques du Peuple), Paris 1978.</p> <p>-Webster C., <i>Working with theatre in Schools</i>, Pitman, London 1975.</p> <p>-Whittam P., <i>Teaching speech and drama in the infant schools</i>, Ward Lock Educational 1977.</p> <p>-Artaud A., <i>Le Théâtre et son Double</i>, Gallimard – <i>Metamorphoses</i>, Paris 1938.</p> <p>-Robinson, K. (επιμ.), <i>Exploring Theatre and Education</i>, Heinemann, London 1980.</p> <p>-Grotowski J., <i>Towards a Poor Theatre</i> («Για ένα Φτωχό Θέατρο»), Preface by P. Brook, Methuen, London 1986.</p>	

<b>MODERN GREEK LITERATURE (THE GENERATION OF 1930's)</b>	
Lecturer's Name Ifigenia Triantou	
Course Code ΠNE434	Semester VI
Study Year 3 <sup>rd</sup>	Course Level Third
ECTS 4	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<p>Elucidation of the term "the generation of the 30's". The ambitions and aims of this generation. The split with the past and particularly with the movement of Karyotakis. Karyotakis and his generation. Facts and denials. The use of the experience of Karyotakis and the revival of the "consciousness of hellenicity". The relationship of this generation with the avant-garde and influences from the most important european movements. The new themes and the relationship with pure poetry and surrealism, which emerges as a revolution emancipating man through art.</p> <p>The formal changes that became necessary in poetry and prose. The psychic flow as a means of expression in poetry and and the internal monologue in the narrative.</p> <p>The most prominent writers of the generation of the 30's and their work.</p> <p>Critical analysis of major excerpts from the work of: K. Karyotakis, G. Theotokas, G. Seferis, O. Elytis, G. Ritsos, N. Engonopoulos, A. Empirikos.</p> <p>A proposal for a method of analysis of surrealist texts, as a necessary condition for the understanding of modern poetry.</p> <p>Examples of analysis of surrealist texts.</p> <p>Writers of prose: themes, form and discourse/expression.</p> <p>The essays of the generation of the 30's.</p>	
<b>Teaching method</b>	
➤ Lectures - short individual and group assignments	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Vitti, Mario: <i>Η γενιά του τριάντα</i>, Αθήνα, 2000, Ερμής.</p> <p>-Σιαφλέκης, Ζ.: <i>Από τη νύχτα των αστραπών στο ποίημα γεγονός. Συγκριτική ανάγνωση Ελλήνων και Γάλλων υπερρεαλιστών</i>. Αθήνα, 1989, Επικαιρότητα.</p> <p>-Γιατρομανωλάκης, Γ.: <i>Ανδρέας Εμπειρικός: ο ποιητής του έρωτα και του νόστου</i>. Αθήνα, 1983. Κέδρος.</p> <p>-Θεοτοκάς, Γ.: <i>Αναζητώντας τη διαύγεια. Δοκίμια για τη νεότερη ελληνική και ευρωπαϊκή λογοτεχνία</i>. (Εισαγωγή- Επιμέλεια : Δημήτρης Τζιόβας), Αθήνα, 2005, Βιβλιοπωλείο της Εστίας.</p> <p>-Μπρετόν, Αντρέ : <i>Μανιφέστα του σουρρεαλισμού</i> ( Εισαγωγή- μετάφραση- σημειώσεις Ελένης Μοσχονά), Αθήνα- Γιάννινα, 1983, Δωδώνη.</p> <p>Cohn, Dorrit: <i>Transparent minds</i>, 1978, Princeton University Press, Guildford, Surrey.</p>	



<b>THEATRE PLAY</b>	
Lecturer's Name Ekaterini Karamitrou	
Course Code ΠNE439	Semester VIII
Study Year 4 <sup>th</sup>	Course Level Third
ECTS 4	Teaching credits 3
Course category Compulsory Elective	
Course Language Greek	
<b>Course Content</b>	
<p>The pedagogic aspects – “όψεις” of the “Theatre Play” awareness of the cognitive form of the Body-Deciphering of modes of expressiveness - self-consciousness – knowledge of the Body’s predominance (the primeval, sacred “womb”) usage and practice of the diaphragmatic breathing, which is determinant for the quality and the length of the voice because it strengthens the Aesthetic didactic “logos”, rendering it interesting and alluring – exercise of the solid, “full-blooded” motion accompanying the Speech – The “accomplice” distance of the mask – The omnipotence of the essence and theatricality of popular narration: “Dromena” – Epic, folk stories, fairy-tales and fables – Mr. Punch – Puppet songs (laments, nuptial, lullabies etc): familiarity with the traditional values and approach to the all-embracing (universal) memory and to the Historical Past. Collectiveness and moulding of conscience. Perpetuation and sense of justice The Theatre Play, through the tracing of the Body and Mind induces the infant to self-respect and to the acceptance of “otherness” eventually. Through the flood of the senses, through the unvarnished still, characteristics, the infants expose themselves to places unsunned, painful for the adults, experiencing thus, the mythic, poetic aspects of the “Theatre Play”, an endless journey towards imagination and enchantment. The symbolism and the prevalent significance of the “Theatre Play” are focused on the empirical journey of the infants into their hinterland. Through the “communion” – “μέθεξις”, of the “Theatre Play”, even the in intelligible images, even the impervious, ineffable concepts belonging to the pulsating “realm” of the Dramatic Art, are inevitably inscribed in the psycho-intellectual “land” of the infants’ existence. A way from the “assembled”, expecting “reasoning” of the adults, away from the age of “prudence” and its “torments”, the infants through the universal beauty of Theatrical Art cultivate its beneficial virtues , the infants are initiated in assuming the images of the world with clarity and vivacity. The sound “Aesthetical Education” creatively “accustoms” the infants at the “spectrum” and the hearing of human goodness and integrity. The excellent and virtuous “represented” Life of the heroes, where the interesting and the transcendental inhabit, compose an archetypal world for the infants. Detection of subversive Methods and conclusions during the creative “exit” from the empirical theatrical knowledge.</p>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Short individual and group assignments</li> <li>➤ Group tutorials</li> <li>➤ Lab tutorials in groups</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	13
Tutorials and lab tutorials	26
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	50%
Oral exams with assignment	50%
Oral exams without assignment	100%
Optional assignment for ERASMUS students	20%
Written exams for ERASMUS students	80%
<b>Selected Bibliography</b>	
<p>-Αίσωπος, <i>Μύθοι: Πρώτες Νεοελληνικές Μεταφράσεις</i>, Α. Νούκιος, Γ. Αιτωλός, Εστία, Αθήνα 1993.  -Μουδατσάκης Τ., <i>Η Ορθοφωνία στο Θέατρο και στην Εκπαίδευση» - Στοιχεία Φωνητικής και Μέθοδος Αγωγής του Λόγου</i>, Εξάντας, Αθήνα 2000.  -Κουρετζής Λ., <i>Το Θεατρικό Παιχνίδι-Παιδαγωγική Θεωρία, Πρακτική και Θεατρολογική Προσέγγιση</i>, Καστανιώτης, Αθήνα 1991.</p>	

- Το Θέατρο για παιδιά στην Ελλάδα, Καστανιώτης, Αθήνα 1990.
- Το Θεατρικό Παιχνίδι: Διάσταση της Αγωγής μέσα από το Θέατρο. (Παιδαγωγική Θεατρική Έκφραση), Ε.Π.Λ., τόμος VI, Σμυρنيωτάκης, Αθήνα 1991.
- Καραντινός Σ., Αγωγή του Λόγου, Αθήνα 1935.
- Σύστημα Αγωγής του προφορικού Λόγου, τόμος I, Θεσσαλονίκη 1961.
- Stanislavsky K., Πλάθοντας ένα ρόλο, μετάφραση Α. Νίκα, Γκόνης, Αθήνα 1999.
- Ένας Ηθοποιός Δημιουργείται, μετάφραση Α. Νίκας, Γκόνης, Αθήνα 1999.
- An Actor's Handbook. An Alphabetical Arrangement of Concise Statements on Aspects of Acting, Methuen/ Drama, 1962.
- My Life in Art, μετάφραση J.J. Robbins, Methuen, London 1980.
- Beauchamp H., Τα παιδιά και το Δραματικό Παιχνίδι. Εξοικείωση με το Θέατρο, μετ. Ε. Πανίτσκα, προλ. Θ. Γραμματάς, Τυπωθήτω, Αθήνα 1998.

## ELECTIVE COURSE OUTLINES

<b>CONTEMPORARY TRENDS IN EARLY CHILDHOOD EDUCATION</b>	
Lecturer's Name Maria Sakellariou	
Course Code ΠΝΕ129	Semester I
Study Year 1 <sup>st</sup>	Course Level First
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<p>The course describes contemporary trends in Early Childhood Education that lead to the creation of an appropriate school for children of the 21<sup>st</sup> century. Specifically:</p> <p>The course content is based on the didactic approaches of cooperative learning, team-cooperative teaching and experiential communicative teaching. These didactics derive from the theories of Vygotsky and Gardner, which are also presented in the context of the course.</p> <p>The course also presents programs from international practice, such as those of Reggio Emilia in Italy, Montessori, the Pedagogical School of Bank Street (Developmental – Interactive Program), and the High Score Program.</p> <p>The Children's Museum is also examined as an alternative educational means for children and teachers. Finally, the course discusses the institution of the full-day kindergarten and more specifically the objectives, the advantages and disadvantages that arise from the application of this program, as well as the benefits that emerge from mixed age and skills groups, as well as the grouping methods in kindergartens with extended schedule.</p>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures - short individual and group assignments</li> <li>➤ Discussion, video projections of kindergarten programs in Greece and around the world</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	36
Tutorials (group work, video projection)	20
Study for course preparation	5
Collaboration with tutor	24
Exam Preparation	40
Total hours	125
<b>Assessment method</b>	
Optional assignment	30%
Written exams with assignment	70%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Ντολιοπούλου, Ε., <i>Σύγχρονες Τάσεις της Προσχολικής Αγωγής</i>, (2000), Αθήνα: Τυπωθήτω – Γιώργος Δαρδανός.</p> <p>-Roopnarine, J. &amp; Johnson, <i>Ποιοτικά προγράμματα Προσχολικής Εκπαίδευσης</i>, (2006), Αθήνα: Παπαζήσης.</p> <p>-Edwards, C., Candini, L. &amp; Forman, G., <i>Reggio Emilia: Οι χίλιες γλώσσες των παιδιών προσχολικής ηλικίας</i>, (2000), Αθήνα: Πατάκης.</p> <p>-Κουτσοβάνου, Ε., <i>Προγράμματα Προσχολικής Εκπαίδευσης και η διαθεματική διδακτική προσέγγιση</i>, (2003), Αθήνα: Οδυσσέας.</p> <p>-Chenfeld, M., <i>Creative experiences for young children</i>, (2000), Portsmouth, NH: Heinemann.</p>	

<b>INTRODUCTION TO PHILOSOPHY</b>	
Lecturer's Name Charalambos Apostolopoulos	
Course Code ΠINE402	Semester I
Study Year 1 <sup>st</sup>	Course Level First
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. The notion and structure of Philosophy. Origin of the term "philosophy" and its importance in Antiquity. The source of philosophy. The problematics in defining the notion of Philosophy.</li> <li>2. General and technical use of the pre-Platonic term "philosophy". The meaning of Platonic Metaphysics. Platonism and Christianity. Gnosticism.</li> <li>3. The questions of Kant: Philosophy as Theory of Knowledge – Metaphysics – Ethics – Anthropology. Rationalism/Irrationalism – Empiricism. Critical transcendentalism and the Copernican turn of Kant. The relationship of philosophy with science, ideology and religion.</li> <li>4. The horizon of contemporary philosophical problematics: European Nihilism (Nietzsche), Philosophy of Life (Existentialism – Phenomenology) versus Positivism (Historicism – Technocratic thinking).</li> <li>5. The course develops systematically on the basis of a specific major philosophical work offered as an introduction to the fundamental problems of philosophy.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Optional assignment</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>- Νίκος Αυγελής, <i>Εισαγωγή στη Φιλοσοφία</i>, Θεσ/κη 2001.</p> <p>- Martin Heidegger, <i>Τι είναι Μεταφυσική</i>, προλεγόμενα –μτφρ -σχόλια: Π. Κ. Θανασάς, Αθήνα 2000, Εκδ. Πατάκη.</p> <p>- Μάρτιν Μπούμπερ, <i>Το πρόβλημα του ανθρώπου</i>, μτφρ. Χ. Αποστολόπουλος, Αθήνα 1987, Εκδ. Γνώση.</p>	

<b>ETHOLOGY-BIOLOGY</b>	
Lecturer's Name Vasilis Koutras	
Course Code NE403a	Semester I
Study Year 1 <sup>st</sup>	Course Level First
ECTS 3	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. The relationship between heredity and environment and human social development through the developmental process.</li> <li>2. Study of animal behaviour in comparison to human behaviour through natural selection.</li> <li>3. Definition of the character of ethology (comparative psychology).</li> <li>4. Instinct and learning – firm action standards – engraving.</li> <li>5. The senses (touch, auditory signs, olfactory signs, vision).</li> <li>6. Stimuli and signs (pump type and trigger type), innate disengagement mechanism.</li> <li>7. Self-space, the meaning of personal vital space.</li> <li>8. Mimicry as a phenomenon of natural self-protection.</li> <li>9. Social organization (social insects, dominant and subservient animals). Plasticity in social organization of higher mammals.</li> <li>10. Communication (complex forms of communication).</li> <li>11. Team hunting.</li> <li>12. Mechanisms for the prevention of overpopulation (optimal population size, cannibalism, migration).</li> <li>13. Migration (seasonal, permanent).</li> <li>14. Altruism (Unselfish altruism, relative altruism).</li> <li>15. Infanticides and cannibalism (gerontophagy, sexual cannibalism).</li> <li>16. Sexuality: Evolution, reproduction and sex. The biology of sex, the battle of the sexes, female choice, sexual bimorphism, porn behaviour, incest, polygamy and monogamy, competition of the sperm, the Coolidge phenomenon, similarities and differences in the sexuality of apes and humans.</li> <li>17. Emotions (friendship, death, maternal affection).</li> <li>18. Play and sociability.</li> <li>19. The use of tools.</li> <li>20. The symbolic language in apes.</li> <li>21. Aggressiveness (pacificatory expressions, the impact of social experiences on aggressiveness).</li> <li>22. Sociobiology (social behaviour in natural selection).</li> <li>23. The biology of beauty and appeal.</li> <li>24. Neotonia</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Short individual and group assignments</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	15
Collaboration with tutor	5
Exam Preparation	40
Total hours	99
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Καφειζόπουλος, Ε. (1999) <i>Εισαγωγή στην Εξελικτική βιολογία</i>. Αθήνα: Κάτοπτρο.</p> <p>-Κούρτοβικ, Δ. (1998) <i>Συγκριτική Ψυχολογία (Ηθολογία)</i>. Αθήνα: Ελληνικά Γράμματα.</p> <p>-Κριμπάς, Κ. (2007) <i>Κοινωνιοβιολογία</i>. Αθήνα: Κάτοπτρο.</p> <p>-Ροδάκης, Γ. (2001) <i>Εισαγωγή στην εξελικτική βιολογία</i>. Αθήνα: Λίτσας.</p> <p>-Burt, A., Trivers, R. (2006) <i>Genes in conflict: The biology of Selfish Genetic Elements</i>. Cambridge MA:</p>	



<b>INTRODUCTION TO CHILDREN'S LITERATURE AND THE SHORT NARRATIVES</b>	
Lecturer's Name Marianna Spanaki	
Course Code ΠΙΝΕ435	Semester I
Study Year 1 <sup>st</sup>	Course Level First
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<p>The course focuses on trends and developments in Greek and International Children's literature within the 19<sup>th</sup> and 20<sup>th</sup> c. It investigates the notion of autonomy in the definition of children's literature in relationship to adults literature, it deals with literary genres, publishing issues, the field of illustration, current special periodicals, and issues of literary criticism and children's literature and the role of children's books in the early childhood. The course will refer to important works and authors who played a major role in the development of Greek children's literature and discuss some landmark texts from the canon of the international children's literature. It will also focus on the method of the analysis of different narrative techniques in children's fiction. Reference will be made to the role of the Greek Women's Group and other literary associations within the periods of post 1945 and 1980 respectively with reference to influences they exercised on developments concerning children's literature. The course will also refer to trends in short narratives addressing children in early childhood and will discuss the roles of pictures, intermediality and translation in the world of publishing children's fiction as well as the position of children's literature in contemporary early childhood schools.</p>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Short individual and group assignments</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	60%
Oral exams for ERASMUS students	40%
<b>Selected Bibliography</b>	
<p>-Κανατσούλη, Μ. <i>Εισαγωγή στη θεωρία και την κριτική της παιδικής λογοτεχνίας σχολικής και προσχολικής ηλικίας</i>, Θεσσαλονίκη: University Studio Press 2002.</p> <p>Kanatsouli, M. <i>Eisagogi sti theoria ke tin kritiki tis paidikis logotechnias scholikus ke proscholikus ilikias</i>.</p> <p>Kanatsouli, M. <i>Introduction to the theory and criticism of children's literature of school and preschool ages</i>.</p> <p>-Καρπόζηλου, Μ., <i>Το παιδί στη χώρα των βιβλίων</i>, Αθήνα: Καστανιώτης 1999.</p> <p>Karpozilou, M., <i>To Paidi sti chora ton vivlion</i>, Athina: Kastaniotis 1999.</p> <p>Karpozilou, M. <i>The child in the country of books</i>, Athens: Kastaniotis 1999.</p> <p>-Τσιλιμένη, Τ., <i>Οι μικρές ιστορίες κατά την εικοσαετία 1970-1990</i>. Αθήνα: Καστανιώτης 2003.</p> <p>Tsilimeni, T. <i>Oi mikres istories kata tin eikosaetia 1970-1990</i>. Athina: Kastaniotis 2003.</p> <p>Tsilimeni, T. <i>Short narratives in the years 1970-1990</i>. Athens: Kastaniotis 2003.</p>	

<b>THE MYTHICAL CONTEXT OF TRADITIONAL AND CONTEMPORARY SOCIETY</b>	
Lecturer's Name P.D. 407	
Course Code ΠΝΕ440	Semester I
Study Year 1 <sup>st</sup>	Course Level First
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<p>The concept of myth and mythology. The diffusion of myth in all levels of life. Myths and scientific disciplines. The folklore viewpoint. The study of traditional and contemporary society. The organization of physical space and built environment in traditional culture. The organization of the family and the society. The production and use of goods. The organization of time in traditional society. Recent developments, transformations and accommodations. The ritual and mythical context of the agricultural community. The festivals of equinox and solstice. The mythology of the sun and the moon. Ancient festivals and the spring equinox. The Christian Easter. Customs during the summer solstice. The winter solstice. Christmas, New Year's and Φώτα customs. Myths and legends for Santa Claus. Folk events and customary activities of children in the context of the above mentioned feasts. The child in customary and εϋηθρικούς αγερμούς. Convictions and customs in house building and agricultural production, fruit offers in particular feasts. Recent developments. The mythical-ritual context of birth, wedding and death. The human religious behavior. Religious festivals. Pre-Christian επιβιώσεις. Recent developments. Didactic exploitation of folklore themes in Early Childhood Education.</p>	
<b>Teaching method</b>	
➤ Lectures and short individual and group assignments	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Μ. Γ. Μερακλής, <i>Ελληνική Λαογραφία. Κοινωνική Συγκρότηση, Ήθη και Έθιμα, Λαϊκή Τέχνη</i>, (2004), Αθήνα: εκδ. Οδυσσέας.</p> <p>-Γ.Α. Μέγας, <i>Ελληνικοί Εορταί και Έθιμα της Λαϊκής Λατρείας</i>, (1979), Αθήνα.</p> <p>-Δημήτριος Λουκάτος, <i>Εισαγωγή στην Ελληνική Λαογραφία</i>, (1977), Αθήνα: ΜΙΕΤ.</p> <p>-Άλκη Κυριακίδου – Νέστορος, <i>Η Θεωρία της Ελληνικής Λαογραφίας</i>, (1978), Αθήνα: Εταιρεία Σπουδών Νεοελληνικού Πολιτισμού και Γενικής Παιδείας.</p> <p>-Γ. Αικατερινίδης, <i>Νεοελληνικές αιματηρές θυσίες. Λειτουργία, μορφολογία –τυπολογία</i>, (1979), Αθήνα: Ελληνική Λαογραφική Εταιρεία.</p> <p>-Κακούρη Κατερίνα, <i>Διονυσιακά: εκ της σημερινής λαϊκής λατρείας των Θρακών</i>, (1963), Αθήνα.</p> <p>-Tomkinson John, <i>Festive Greece. A calendar of Tradition</i>, (2003): εκδ. Anagnosis,.</p>	



<b>DRAMA EDUCATION AND PRACTICE</b>	
Lecturer's Name Ekaterini Karamitrou	
Course Code ΠINE660	Semester I
Study Year 1 <sup>st</sup>	Course Level First
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<p><b>I.</b> The multidimensional cultural significance of drama in Education. Theories about drama: Origin, genesis, definition and historical path of drama. From Homeric poetry to folk poetry. <b>II.</b> THE ANCIENT DRAMA: TRAGEDY – COMEDY – DIDACTICS AND THE SIGNIFICANCE OF ANCIENT DRAMA AT SCHOOL – THE BEGINNING OF PROTOTYPICAL DISCOURSE IN EDUCATION. FROM THE WORSHIPPING DANCE TO DRAMA: The ancient dramatic discourse is profoundly political, masterly and universal, as it underlines the greatness of the individual (individuation) and signifies the abrogation of the gap between Man and God. The ancient drama constitutes an inherited cultural memory and through the inevitable blooming of Discourse and the aesthetic transcendence posits the man in front of the high and the crucial. The Ancient drama is not a necrology upon a finished feast, neither a museum literary genre, but a lively, diachronic and always timely (with all transformations and adaptations of time) cultural stock in Europe and beyond. The Ancient drama is a festival of political and social values, a diorama of democratic procedures and the ancient dramatists, plain and anthropocentric delineate the prototype of the greatest pedagogues. (AESCHYLUS-SOPHOCLES-EURYPIDES and ARISTOPHANES: ATTIC COMEDY). <b>III.</b> Comedia dell' Arte. <b>IV.</b> Elisabethan Theatre and William Shakeseare. <b>V.</b> French Classicism and Moliere. <b>VI.</b> Cretan Theatre. <b>VII.</b> The Theatre of Greek Enlightenment and 19th century. <b>VIII.</b> Urban Drama. <b>IX.</b> Theatre between World Wars. <b>X.</b> American Theatre. <b>XI.</b> The absurd and modern trends in world theatre. <b>XII.</b> Post-war Greek Theatre. <b>XIII.</b> Theory of illustrated symbols – theatricality and soectacularity. <b>XIV.</b> Sociological approaches to theatre. <b>XV.</b> The action model of A. Greimas <b>XVI.</b> From the sacred to the secular and vice versa – Myth and intertextuality. Adventure and the future of Theatrical Myth. <b>XVII.</b> The limits of narrative – conditions of dramatization. <b>XVIII.</b> About modernism in dramatization. <b>XIX.</b> Theatrical space and dramatization apperception. <b>XX.</b> From «children's theatre to Theatre for young spectators. <b>XXI.</b> Dramatizaion for children and the youth. <b>XXII.</b> The typology of the young spectator. <b>XXIII.</b> Apperception mechanisms of scenic spectacle.</p>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures – Lab tutorials in groups (The subject “Theatrical Education I” is mainly theoretical in character and is implemented through lectures, video projections and selective lab group tutorials).</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	13
Tutorials	13
Lab tutorials	13
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	50%
Oral exams with assignment	50%
Oral exams without assignment	100%
Optional assignment for ERASMUS students	20%
Written exams with assignment in English for ERASMUS students	80%
<b>Selected Bibliography</b>	
<p>-Αριστοτέλης, <i>Περί ποιητικής</i>, μετάφραση Μενάνδρου, εισαγωγή, κείμενον και ερμηνεία Ι. Σικουτρή, «Εστία», Αθήνα 1993.</p> <p>-Nietzsche F., <i>Η γένεση της τραγωδίας ή Ελληνισμός και Πεσσιμισμός</i> (νέα έκδοση με μία απόπειρα αυτοκριτικής), μετάφραση Σαρίκα Ζ. (πρώτη έκδοση: <i>Η γένεση της τραγωδίας από το πνεύμα της μουσικής</i>, 1872.</p> <p>-Μουδατσάκης Τ., <i>Η Θεωρία του Δράματος στη Σχολική Πράξη. Το Θεατρικό Παιχνίδι – η Δραματοποίηση</i>, εκδ. Καρδαμίτσα, 1994.</p>	

-Easterling P. E. (edit), *The Cambridge Companion to Greek Tragedy*, Cambridge University Press, Cambridge 1997.  
-Holl, E., *Inventing the Barbarian: Greek Self-Definition through Tragedy* Clarendon Press, Oxford 1991.  
-Euben, J.P., *The Tragedy of Political Theory-The Road Not Taken*, Princeton University Press, Princeton 1990 (New Jersey 1999).  
-Blume, H.D., *Εισαγωγή στο Αρχαίο Θέατρο*, μετ. Μ. Ιατρού, Μορφωτικό Ίδρυμα Ελληνικής Τράπεζας, Αθήνα 1986.

<b>FIRST NOTIONS OF MATHEMATICS</b>	
Lecturer's Name Maria Kaldrimidou	
Course Code ΠINE304	Semester II
Study Year 1 <sup>st</sup>	Course Level First
ECTS 3	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. First Mathematics in Education <ul style="list-style-type: none"> <li>• Egyptian Mathematics: repetitive counting system and basic operations.</li> <li>• Babylonian Mathematics.</li> <li>• Hellenic era: early theorems, the Pythagorean School, Plato, Aristotle and the theory on concepts and predications, the Elements of Euclides.</li> <li>• Contemporary foundations of mathematics: sets and definitions of natural numbers.</li> </ul> </li> <li>2. Elements of set theory <ul style="list-style-type: none"> <li>• Definitions, symbolism and operations on sets.</li> <li>• Cartesian set product</li> <li>• Set relations: binary relation, special relations</li> <li>• Equivalence relations and Classification</li> <li>• Order relations and ordering.</li> </ul> </li> <li>3. Elements of Logic and conclusion deduction processes <ul style="list-style-type: none"> <li>• Sentence equivalence</li> <li>• Negation</li> <li>• Union</li> <li>• Disjunction</li> <li>• Implication</li> <li>• Equivalence</li> </ul> </li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Lab tutorials</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Lab tutorials	13
Study for course preparation	20
Collaboration with tutor	5
Exam Preparation	30
Total hours	94
<b>Assessment method</b>	
Written exams	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Copeland, R. (1984). <i>How children learn mathematics</i>. New York: Macmillan Publishing Company.</p> <p>-Davis, P. &amp; Hersh, R. (1980). <i>Η μαθηματική Εμπειρία</i>. Αθήνα: Τροχαλία.</p> <p>-Πατρώνης, Τ. (2001). <i>Θεμελιώδεις μαθηματικές έννοιες και παιδική σκέψη</i>. Αθήνα: Δίπτυχο.</p> <p>-Ρουσόπουλος, Γ. (1991). <i>Επιστημολογία των Μαθηματικών</i>. Αθήνα: Gutenberg.</p> <p>-Φρέγκε, Γκ. (1990). <i>Τα θεμέλια της αριθμητικής</i>. Αθήνα: Νεφέλη.</p>	

<b>INTRODUCTION TO THE NATURAL SCIENCES</b>	
Lecturer's Name Katerina Plakitsi	
Course Code ΠNE313	Semester II
Study Year 1 <sup>st</sup>	Course Level First
ECTS 3	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Subject, methodology, course, disciplines of Natural Sciences.</li> <li>2. The natural quantities – Measurement.</li> <li>3. Space and Time.</li> <li>4. The Material.</li> <li>5. The Motions.</li> <li>6. The air and its properties.</li> <li>7. The water cycle in nature.</li> <li>8. Electricity – Magnetism.</li> <li>9. Light and the colours.</li> <li>10. Body buoyancy and submersion.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures - short individual and group assignments</li> <li>➤ Lab tutorials in groups</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Lab tutorials	26
Study for course preparation	26
Collaboration with tutor	5
Exam Preparation	10
Total hours	93
<b>Assessment method</b>	
Oral exams	30%
Compulsory lab tutorial	70%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Ραβάνης, Κ. (2003). <i>Δραστηριότητες για το Νηπιαγωγείο από τον κόσμο της Φυσικής</i>. Αθήνα, Δίπτυχο.</p> <p>-Ραβάνης, Κ. (2002). <i>Οι Φυσικές Επιστήμες στην Προσχολική Εκπαίδευση - Διδακτική και Γνωστική Προσέγγιση</i>. Αθήνα: Τυπωθήτω-Γιώργος Δαρδανός.</p> <p>-Hewitt, G. P. (2005). <i>Οι έννοιες της Φυσικής</i> (Επιμ. Γ. Παπαδόγγονας), Πανεπιστημιακές Εκδόσεις Κρήτης. Τίτλος πρωτοτύπου: "<i>Conceptual physics</i>", Addison Wesley Longman, 9th edition, 2002.</p>	

<b>MODERN GREEK POETRY</b>	
Lecturer's Name Ifigenia Triantou	
Course Code ΠINE401	Semester II
Study Year 1 <sup>st</sup>	Course Level First
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<p>Introduction: The beginning and the periods of modern Greek literature. Modern Greek language. The language issue and its consequences. Modern Greek versification.</p> <p>Literature before the Ottoman occupation. The epic of Digenis Akritas and Akritan folk songs. Knightly fiction and folk poetry in Byzantium. Allegoric and didactic poetry.</p> <p>Literature after the Ottoman occupation. Poetry in Crete and Cyprus in the Renaissance.</p> <p>The literary bloom in Crete (1570-1669): Cretan theatre, tragedies, comedies, pastoral poetry, Abraham's Sacrifice, Erotokritos.</p> <p>Modern Greek Enlightenment: 1<sup>st</sup> era (1669-1770), 2<sup>nd</sup> era (1770-1820). Katartzis, Korais. Folk songs (types, form, techniques, ideology/collections). Rigas, Christopoulos, Vilaras. The Eptanesian School: the people, the works, the aesthetics and the ideology.</p> <p>D. Solomos and his work. The contribution of D. Solomos in modern Greek poetry and culture.</p> <p>The Greek state. The Fanariotes and the Athenian School. Greek romanticism.</p> <p>The generation of 1880. The new Athenian School and Kostis Palamas.</p> <p>K. Kavafis, N. Kazantzakis, Ang. Sikelianos.</p>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Short individual and group assignments</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Πολίτης, Λ., <i>Ιστορία της Νεοελληνικής Λογοτεχνίας</i>, (2002), Αθήνα: Μορφωτικό Ίδρυμα Εθνικής Τραπέζης.</p> <p>-Δημαράς, Κ. Θ., <i>Ιστορία της Νεοελληνικής Λογοτεχνίας ( από τις πρώτες ρίζες ως την εποχή μας)</i>, (6<sup>η</sup> έκδοση 1975), Αθήνα</p> <p>-Vitti, M., [<i>Storia de la letteratura neogreca</i> (1971), Torino, ERI ], (μετφρ.:) <i>Ιστορία της νεοελληνικής λογοτεχνίας</i>, (2003), Αθήνα: Οδυσσέας.</p> <p>-Μαστροδημήτρης, Π., <i>Εισαγωγή στη Νεοελληνική Φιλολογία</i>, (3<sup>η</sup> εκδ. 1978), Αθήνα: Παπαζήσης.</p> <p>-Mirambel, A., <i>La littérature grecque modern</i>, (1953), Παρίσι: P.U.F., ["Que sais-je?"].</p> <p>-Καψωμένος, Ε., «<i>Καλή 'ναι η μαύρη πέτρα σου</i>»: <i>Ερμηνευτικά κλειδιά στο Σολωμό</i>, (2006), Αθήνα, Εστία.</p>	

<b>GENDER IN CHILDREN'S LITERATURE</b>	
Lecturer's Name Marianna Spanaki	
Course Code ΠINE444	Semester II
Study Year 1 <sup>st</sup>	Course Level First
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<p>The course examines issues of gender in children's literature, particularly as regards the relationship between textual construction and the representation of gender roles in children's literature. It will investigate attitudes towards gender roles, issues of gender and language and gender and illustrations. Reference will be made to autobiography, biography and young adults fiction as texts presenting the emergence of gender roles in the context of the experiences of childhood and youth. The course will also discuss approaches who deal with the role of women in folktales and the tradition of lullabies. Furthermore, it will examine different genres in children's literature as regards the construction of social identity and gender and will discuss the degree of influence children's books may exercise on pre-school children regarding the formation of gender stereotypes. Children's and youth fiction will be studied in the perspective of literary trends, cultural memory, agency and social parameters.</p>	
<b>Teaching method</b>	
➤ Lectures - short individual and group assignments	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	60%
Oral exams for ERASMUS students	40%
<b>Selected Bibliography</b>	
<p>-Κανατσούλη, Μ., <i>Πρόσωπα γυναικών σε παιδικά λογοτεχνήματα. Όψεις και Απόψεις</i>. Αθήνα: Πατάκης 1997.          Kanatsouli, M. <i>Prosopa yinaikon se paidika logotechnimata. Opseis ke apopseis</i>. Athina: Patakis 1997.  <i>Approaches to women's representation in children's fiction. Views and perspectives</i>. Athina: Patakis 1997.          -Μαραγκουδάκη, Ε., <i>Εκπαίδευση και Διάκριση των φύλων. Παιδικά αναγνώσματα στο Νηπιαγωγείο</i>. Αθήνα: Οδυσσέας 1993.          Marangoudaki, E. <i>Ekpaidefsi kai Diakrisi ton Filon. Paidika anagnosmata sto Nipagogeio</i> Athina: Odysseas 1993.          Marangoudaki, E. <i>Education and Gender Prejudice. Children's Narratives in the Early Childhood</i>, Athens: Odysseas 1993.          -Αναγνωστοπούλου, Δ., <i>Αναπαραστάσεις του Γυναικείου στη Λογοτεχνία</i> Αθήνα: Πατάκης 2007.          Anagnostopoulos, D. <i>Anaparastaseis tou Yinaikeiou sti Logotechneia</i> Athina: Patakis 2007.          Anagnostopolos, D. <i>Representations of Feminity in Literature</i>, Athens: Patakis 2007.</p>	

<b>COGNITIVE PSYCHOLOGY I</b>	
Lecturer's Name Georgia Papantoniou	
Course Code ΠINE 220	Semester III
Study Year 2 <sup>nd</sup>	Course Level First
ECTS 3	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<p><u>Introductory part:</u> Definition of thinking. Thinking and intelligence. The study of thinking.</p> <p><u>Dialectics:</u> Definition. Intuitive learning. Cognitive style. Induction. Production.</p> <p><u>Representation:</u> Concept formation. Schemata. Scenarios. Cognitive maps. Representation development. Ways of representation. Representation and revision strategies. Development of schemata.</p> <p><u>Problem resolution:</u> Definition. Learning through trial and error. Tendency for learning. Collateral thinking. Brainstorming. Theories for problem solving. Problem solving and artificial intelligence: the role of strategies. Analogical thinking.</p> <p><u>Creativity:</u> Definition. Study methods. Creative thinking. The creative person. Cultivation of creativity. Cultivation of creativity at school. Creative thinking development.</p> <p><u>Cultivation of thought:</u> Methodology of research on cognitive intervention. Example programs of cognitive intervention. Cultivation of thought through reading and writing. Cognitive and metacognitive learning strategies.</p>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Short individual and group assignments</li> <li>➤ Group tutorials</li> </ul>	
<b>Students' workload (hours)</b>	
Lectures	39
Study for course preparation (library search, internet search for bibliography, preparation of oral presentation, short essays)	10
Collaboration with tutor	3
Exam Preparation	48
Total hours	120
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Optional assignment for ERASMUS students	20%
Written exams with assignment for ERASMUS students	80%
Written exams without assignment for ERASMUS students	100%
Oral exams	100%
Assignment (with declared number of pages (60) for graduating students only)	100%
<b>Selected Bibliography</b>	
<p>Βοσνιάδου, Σ. (2001). <i>Εισαγωγή στην ψυχολογία:Βιολογικές, αναπτυξιακές και συμπεριφοριστικές προσεγγίσεις – Γνωστική ψυχολογία</i>, τόμος Α'. Αθήνα: Gutenberg.</p> <p>Eysenck, M. W., &amp; Keane, M. (2000). <i>Cognitive psychology: A student's handbook</i>. Hove, East Sussex: Psychology Press.</p> <p>Hayes, N. (1998). <i>Εισαγωγή στην ψυχολογία</i> (Επιμ. Έκδ. Α. Κωσταρίδου-Ευκλείδη), τόμος Α'. Αθήνα: Ελληνικά Γράμματα.</p> <p>Κωσταρίδου-Ευκλείδη, Α. (1992). <i>Γνωστική Ψυχολογία</i>. Θεσσαλονίκη: Art of Text.</p> <p>Κωσταρίδου-Ευκλείδη, Α. (1997). <i>Ψυχολογία της σκέψης</i>. Αθήνα: Ελληνικά Γράμματα.</p> <p>Sternberg, R. J. (2007). <i>Γνωστική ψυχολογία</i> Επιμ. Έκδ. Γ. Ξανθάκου &amp; Μ. Καίλα). Αθήνα: Ατραπός.</p>	

<b>AESOP &amp; AESOPIAN FABLES</b>	
Lecturer's Name P.D. 407	
Course Code ΠINE442	Semester III
Study Year 2 <sup>nd</sup>	Course Level Second
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<p>Brief reference to the course of human mythical thought from prehistory until recent and contemporary times. Conceptual clarifications around myths and mythology. The concept of myth. Myth and science. The life and work of Aesop. Mythoplasty and mythographic tradition before Aesop. The presence of animals and the nature in general and their symbolisms in folk narratives, folk literature and folk culture in general. The ancient society and Aesop's myths. Recent adapters and the impact of Aesop's myths. The myth in Greek folklore. Aesop's myths and the folk oral tradition. Modern Greek verse parallel to the "Aesopian myths". The use of illustration and allegory. Features of Aesopian myths. The audience of Aesopian myths and their diachronic function. Themes and patterns of myths. The myth as a system of values. Myth and moral. Aesop's myths in school and extracurricular books. Their illustration. Myths, fairytales and proverbs. The fairytale and its relationship with Aesop's myths. Origin, dissemination, research and classification of fairytales. The pedagogical importance of the fairytale. Narration of fairytales. Collections, translations and publications of Aesop's myths. The pedagogical and didactic value of folk narratives in contemporary learning process. Pilot teaching proposal of an Aesopian myth. Selection of Aesop's myths and didactic exploitation.</p>	
<b>Teaching method</b>	
➤ Lectures and short individual and group assignments	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Θεόδωρος Γ. Μαυρόπουλος (εισαγ.- μετάφ.- σχόλια), <i>Αισώπειοι Μύθοι</i>, (2005), Θεσσαλονίκη: εκδ. Ζήτρος.</p> <p>-Μ. Γ. Μερακλής, <i>Έντεχνος λαϊκός λόγος</i>, σσ. 207-222, (1993), Αθήνα: εκδ. Καρδαμίτσα.</p> <p>-Λουκάτος Δημήτριος Σ. (επιμ.), <i>Νεοελληνικοί Παροιμιόμυθοι</i>, (1978), Αθήνα: Νέα Ελληνική Βιβλιοθήκη.</p> <p>-Λουκάτος Δημήτριος Σ. (επιμ.), <i>Νεοελληνικά Λαογραφικά Κείμενα</i>, (1957), Αθήνα: Βασική Βιβλιοθήκη «Αετού», τ. 48.</p> <p>-Μέγας Γεώργιος Α., <i>Το ελληνικό παραμύθι. Αναλυτικός κατάλογος τύπων και παραλλαγών κατά το σύστημα Aarne-Thompson (FFC,194). Τεύχος πρώτον, μύθοι ζώων</i>, (1978), Αθήνα: (Ακαδημία Αθηνών. Δημοσιεύματα του ΚΕΕΛ, 14).</p> <p>-Μέγας Γεώργιος, «Οι Αισώπειοι μύθοι και η προφορική παράδοση», <i>Λαογραφία ΙΗ</i> (1959), σ. 469-489.</p> <p>-Το αφιερωματικό τεύχος του περιοδικού <i>Διαβάζω</i> 167(1987) στον <i>Αίσωπο</i>. Stefan Josifovik, <i>Real Encyclopaedie Suppl. XIV</i> (1974), στήλες 17-40.</p>	



<b>PEDAGOGICAL THEORIES OF 20<sup>TH</sup> CENTURY</b>	
Lecturer's Name Maria Sakellariou	
Course Code NE103α	Semester IV
Study Year 2 <sup>nd</sup>	Course Level Second
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. The course refers to the directions of the theory of Science and their impact in the formulation of the following Pedagogical theories: <ul style="list-style-type: none"> <li>- Hermeneutics – Phenomenological theory.</li> <li>- Theoretical Philosophical Pedagogy.</li> <li>- Empirical Analytical Theory.</li> <li>- Critical Rationalism (Empirical Analytic Pedagogy)</li> <li>- Critical theory of Science (Critical Pedagogy)</li> <li>- Systemic Theory (Systemic Pedagogy)</li> <li>- Constructivism</li> </ul> </li> <li>2. Contemporary developmental stage of Pedagogy</li> <li>3. Pedagogical Trends of 20<sup>th</sup> century. "New School" representatives.</li> <li>4. Recent alternative suggestions.</li> <li>5. "Second chance" schools.</li> <li>6. Critical consideration of the "new school" and alternative schools.</li> <li>7. Pedagogy and contemporary problems (ecological crisis, peace).</li> <li>8. Multicultural society.</li> </ol>	
<b>Teaching method</b>	
➤ Lectures - short individual and group assignments	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	50%
Written exams with assignment	50%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>- Κριβας Σ. (2004) <i>Παιδαγωγική Επιστήμη: Βασική Θεματική</i>, εκδόσεις Αθήνα: Gutenberg,</p> <p>-Reble Al. (1996), <i>Ιστορία της Παιδαγωγικής</i>, Αθήνα: Παπαδήμας.</p> <p>-Mialaret, G. (1997), <i>Εισαγωγή στις Επιστήμες της Αγωγής</i> Αθήνα: Τυπωθήτω.</p> <p>-Μετοχιανάκης Ηλ. (1994) <i>Παιδαγωγικές Θεωρίες</i>, Ηράκλειο.</p>	

<b>PSYCHOLOGY OF CHILDREN WITH SPECIAL NEEDS</b>	
Lecturer's Name Dimitris Sarris	
Course Code ΠΝΥ206	Semester IV
Study Year 2 <sup>nd</sup>	Course Level Second
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Epistemology</li> <li>2. Structural distinction in the personality of 'normal' children and children with special needs.</li> <li>3. Deviation diagnosis and assessment.</li> <li>4. Therapeutic approaches of deviation in early childhood.</li> <li>5. Theories on the concept of normativity.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Tutorials and lab tutorials in groups</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials and lab tutorials	13
Study for course preparation	28
Compulsory assignment preparation	10
Collaboration tutor	3
Exam Preparation	40
Total hours	120
<b>Assessment method</b>	
Compulsory assignment	20%
Written exams	80%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Κρουσαλλάκης, Γ. (1994). <i>Παιδιά με ιδιαίτερες ανάγκες</i>. Αθήνα: Αυτοέκδοση.</p> <p>-Σταύρου, Λ. (2002). <i>Ψυχοπαιδαγωγική αποκλινόντων</i>. Αθήνα: Άνθρωπος.</p> <p>-Sarris, D. (2003). L'apport thérapeutique d'un atelier conte dans le traitement des enfants dysharmoniques de 5-10 ans. <i>Revue Européenne du Handicap Mental</i>, no 26, 39-60.</p> <p>-American Psychiatric Association (1994). <i>Diagnostic and Statistical Manual of Mental Disorders</i>, 4th edition (DSM-IV-R). Washington, DC: American Psychiatric Association</p> <p>-Smith, D.D., &amp; Luckasson, R. (1995). <i>Introduction to special education: Teaching in an age of challenge</i>. Needham, Massachusetts: Allyn and Bacon.</p>	

<b>PSYCHOPHYSIOLOGY II</b>	
Lecturer's Name Vasilis Koutras	
Course Code ΠINE207	Semester IV
Study Year 2 <sup>nd</sup>	Course Level Second
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Drugs and substances affecting brain function (psychotropic substances).</li> <li>2. Historical overview.</li> <li>3. Action mechanisms in the Central Nervous System.</li> <li>4. Definitions (psychotropic substance, abuse, psychological/physical addiction, addiction syndrome, resistance, cross resistance).</li> <li>5. Views on etiopathology of addiction (genetic/learning factors, family, personality, environment, associations, socio-cultural effects).</li> <li>6. Effects on the psychic and physical sphere (pharmacological results, acute/chronic toxicity, clinical psychiatric problems related to drug abuse).</li> <li>7. Classification of various addictive substances (opium derivatives, depressive/psycho-excitant drugs of the Central Nervous System, nicotine, cannabinoids, psefdaisthisiogonal substances).</li> <li>8. Psychophysiology of psychiatric illnesses (schizophrenia, bipolar psychosis, depression, stress disorders, autism, attention deficit disorders, hyperactivity, compulsive neurosis).</li> <li>9. Psychosomatic disorders (κωλικός of 3 months, bronchial asthma, migraine, peptic ulcer, ulcerative colitis).</li> <li>10. Psychological factors playing an important role in aetiology of psychosomatic illnesses.</li> <li>11. Relaxation technique (mental/muscular/respiratory relaxation).</li> <li>12. Bio-feedback (psychophysiological relaxation techniques through electronic devices).</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Short individual and group assignments</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	30
Collaboration with tutor	5
Exam Preparation	40
Total hours	114
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Μαρσέλος Μ, (2004), <i>Εξαρτησιογόνες Ουσίες: Φαρμακολογία - Τοξικολογία – Ιστορία Κοινωνιολογία - Νομοθεσία</i>, Αθήνα: Τυπωθήτω- Γ. Δαρδανός.</p> <p>-Γεωργάκος Π. (2007), <i>Εξάρτηση- Απεξάρτηση</i>, Θεσσαλονίκη: Εκδ. Επίκεντρο.</p> <p>-Λιάππας Γ. (2004), <i>Ναρκωτικά</i>, Αθήνα: Πατάκης.</p> <p>-Τσιάντης Γ. (2001), <i>Εισαγωγή στην παιδοψυχιατρική</i>, Αθήνα: Καστανιώτης.</p> <p>-Kaplan H, &amp; Sadock, B. J (2004), <i>Kaplan &amp; Sadock's Εγχειρίδιο Κλινικής Ψυχιατρικής</i> Αθήνα: Παρισίανος.</p>	

<b>COGNITIVE PSYCHOLOGY II</b>	
Lecturer's Name Gerorgia Papantoniou	
Course Code PINE221	Semester IV
Study Year 2 <sup>nd</sup>	Course Level Second
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<p><u>Introductory Part:</u> Introduction to applied cognitive psychology. Similarities and differences between basic and applied cognitive research. Cognitive research methodology. Approaches and methods of applied research. Phases of the cycle "basic-applied". Basic research in cognitive psychology: the context for application development.</p> <p><u>Applications:</u> Attention, perception and mental representation. Understanding and learning. Retention and remembrance. Contemplation, problem resolution and decision-making.</p> <p><u>Effect of non-cognitive factors on cognitive processes and applications:</u> Social interaction and communication. Natural environment. Condition of the physiology of organisms and emotional situation. Response – answer. Cognitive assessment. Professional experience. Professional career of cognitive psychologists in the field of applications. The future of applied cognitive psychology.</p> <p><u>Aims of applied psychology.</u></p>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Optional short individual and group assignments</li> <li>➤ Group tutorials</li> </ul>	
<b>Students workload (hours)</b>	
Lectures	26
Tutorials	13
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	20%
Written exams with assignment for ERASMUS students	80%
Written exams without assignment for ERASMUS students	100%
Oral exams	100%
<b>Selected Bibliography</b>	
<p>-Βοσνιάδου, Σ. (2001). <i>Εισαγωγή στην ψυχολογία: Βιολογικές, αναπτυξιακές και συμπεριφοριστικές προσεγγίσεις – Γνωστική ψυχολογία</i>, τόμος Α'. Αθήνα: Gutenberg.</p> <p>-Βοσνιάδου, Σ. (2004). <i>Γνωστική ψυχολογία: Ψυχολογικές μελέτες και δοκίμια</i>. Αθήνα: Gutenberg.</p> <p>-Eysenck, M. W., &amp; Keane, M. (2000). <i>Cognitive psychology: A student's handbook</i>. Hove, East Sussex: Psychology Press.</p> <p>-Hayes, N. (1998). <i>Εισαγωγή στην ψυχολογία</i> (Επιμ. Έκδ. Α. Κωσταρίδου-Ευκλείδη), τόμος Α'. Αθήνα: Ελληνικά Γράμματα.</p> <p>-Κωσταρίδου-Ευκλείδη, Α. (1992). <i>Γνωστική Ψυχολογία</i>. Θεσσαλονίκη: Art of Text.</p> <p>Sternberg, R. J. (2007). <i>Γνωστική ψυχολογία</i> Επιμ. Έκδ. Γ. Ξανθάκου &amp; Μ. Καίλα). Αθήνα: Ατραπός.</p>	

<b>EDUCATIONAL SOFTWARE PROGRAMS I</b>	
Lecturer's Name Jenny Pagge	
Course Code ΠINE305	Semester IV
Study Year 2 <sup>nd</sup>	Course Level Second
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Introduction to the subject.</li> <li>2. ICT use in the classroom.</li> <li>3. Multimedia use in the classroom.</li> <li>4. Assignment structure and composition.</li> <li>5. Educational software development.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Lab tutorials in groups</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Lab tutorials	13
Study for course preparation	40
Collaboration with tutor	3
Exam Preparation	40
Total hours	122
<b>Assessment method</b>	
Oral exams	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Σολομωνίδου Χ. (2006). <i>Νέες τάσεις στην εκπαιδευτική τεχνολογία</i>. Επικοινωνιακός και σύγχρονα περιβάλλοντα μάθησης. Μεταίχμιο.</p> <p>-Littleton K. &amp; Light P. (1999). <i>Learning with Computers</i>. Routledge.</p> <p>-Papert, S. (1991). <i>Νοητικές Θύελλες : παιδιά, ηλεκτρονικοί υπολογιστές και δυναμικές ιδέες</i>. μετάφρ. Αίγλη Σταματίου, επιμ. Γιάννης Κωτσάνης. εκδ. Οδυσσέας. Αθήνα.</p> <p>-Ράπτης, Α. &amp; Ράπτη, Α. (2004). <i>Μάθηση και Διδασκαλία στην εποχή της πληροφορίας</i>, Αθήνα.</p>	

<b>ENVIRONMENTAL POLLUTION</b>	
Lecturer's Name Christos Nanos	
Course Code ΠΙΝΕ409	Semester IV
Study Year 2 <sup>nd</sup>	Course Level Second
ECTS 3	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Introduction to the concepts: natural environment, pollution, contamination and degradation of the environment. Historical overview of the development of environmental pollution. Contemporary environmental problems.</li> <li>2. Classification and development of pollution forms: a. according to the nature of dirt (chemical, thermal, radioactive, biological, sonic, aesthetic, psychological), b. according to its causes (natural and man-made pollution), c. according to its extent.</li> <li>3. Introduction to the ecological concepts: ecology, ecosystem, food chains and pyramids, ecological balance and governing laws. Toxicity, higher inactive concentration, higher permitted daily intake and relevant expression units. Biomagnification.</li> <li>4. Heavy metal pollution (copper, zinc, lead, cadmium). Origin, convection to the environment, toxic action and typical cases of infection.</li> <li>5. Water ecosystems, pollution causes and pollution control parameters: conductivity, pH, soluble oxygen, biological and chemical oxygen demand, units in use.</li> <li>6. Microbial pollution of natural waters – the phenomenon of Eutrophication.</li> <li>7. Atmosphere: composition and stratification. Ozon – ozon holes and consequences on human health. Effects of the greenhouse gas increase. Photochemical smog: causes and effects.</li> <li>8. Contemporary problems directly or indirectly related to environmental pollution, acid rain, thermal pollution, sound pollution and overpopulation.</li> <li>9. Air pollution of indoor space. Typical cases (Legionnaires' disease, sick building syndrome, radio emanation, asbestos, sudden infant death syndrome). Air quality of indoor school space.</li> </ol>	
<b>Teaching method</b>	
➤ Lectures	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	20
Collaboration with tutor	3
Exam Preparation	30
Total hours	90
<b>Assessment method</b>	
Written exams	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
-Αθ. Κουίμτζή. Εκδόσεις ΖΗΤΑ(ΘΕΣΣΑΛΟΝΙΚΗ 1997) ΧΗΜΕΙΑ ΠΕΡΙΒΑΛΛΟΝΤΟΣ -Τ. Αλμπάνης (Πανεπιστήμιο Ιωαννίνων 1996) ΡΥΠΑΝΣΗ ΚΑΙ ΤΕΧΝΟΛΟΓΙΑ ΠΡΟΣΤΑΣΙΑΣ ΠΕΡΙΒΑΛΛΟΝΤΟΣ -Δ. Ζαφειρόπουλος. Εκδόσεις Leader Books (Αθήνα 2001) Ο ΓΑΛΑΖΙΟΣ ΠΛΑΝΗΤΗΣ Εισαγωγή στην Ωκεανογραφία. -Γ. Μανουσάκη. Εκδοτικός οίκος Αδελφών Κυριακίδη Α.Ε (ΘΕΣΣΑΛΟΝΙΚΗ 1992) ΤΑ ΙΧΝΟΣΤΟΙΧΕΙΑ ΣΤΗΝ ΥΓΕΙΑ ΤΟΥ ΑΝΘΡΩΠΟΥ -Γ.Σ. Βασιλικιώτη. Εκδόσεις University Studio Press (ΘΕΣΣΑΛΟΝΙΚΗ 1992) ΧΗΜΕΙΑ ΠΕΡΙΒΑΛΛΟΝΤΟΣ.	

<b>HISTORY OF PHILOSOPHY</b>	
Lecturer's Name Charalambos Apostolopoulos	
Course Code NE415a	Semester IV
Study Year 2 <sup>nd</sup>	Course Level Second
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
The course focuses on a specific work of the history of philosophy, which is analyzed at length.	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Short individual and group assignments</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<ul style="list-style-type: none"> <li>- Γεωργούλης Κ.Δ., Ιστορία της Ελληνικής Φιλοσοφίας, 2 τόμοι, εκδ. Παπαδήμας, Αθήνα</li> <li>- Nietzsche, N, Γέννηση της τραγωδίας από το πνεύμα της μουσικής,</li> </ul>	

<b>MODERN &amp; CONTEMPORARY ART – THEORY &amp; PRACTICE</b>	
Lecturer's Name Dimitrios Ratsikas	
Course Code NY510α	Semester IV
Study Year 2 <sup>nd</sup>	Course Level Second
ECTS 4	Teaching credits
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<p>The discipline of Art. Experimental aesthetics. Experiment organization. Visual stimuli. Contemporary aesthetics. Picture analysis. Contemporary art crisis. Art technology. Definition of visual stimulus. Definition of visual exploration of artistic works. Fine arts and visual perception. Exercises – Applications. Water-based drawing. Oil-based drawing. Other techniques: mosaic, fresco, textile, book-binding, paper recycling for artistic purposes, ενδυματολογία, mask, etc. The experimental method has been introduced to education and European communities since 19<sup>th</sup> century. Its heyday is drawing from natural. In art and departments of art what counts initially and primarily is the work of art. The work of art reveals the movement of the artist's thought. Through exercises and applications we approach more securely its realization process. Great artists are thus distinguished along with art pedagogues. The expressive means are regenerated, when combined with the traditional ones creatively. This does not imply our entrapment in the art of other periods. Contemporary art is our own art. The traditional arts then constitute a source of inspiration and contribute to the expression of the times. Problems with the general pedagogy of art. Problems with the special pedagogy. Art didactics and in general problems in Art, Aesthetics and Aesthetic Education teaching. Conveyed knowledge, creative knowledge. Research in fine and plastic arts. The role of research in creation, pedagogy and art didactics. The role of the pedagogue of art and art teacher.</p>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures, discussions</li> <li>➤ Tutorials and lab tutorials on individual and group level</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials & lab tutorials	13
Study for course preparation	5
Collaboration with tutor	40
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Aug. RODIN, <i>Η τέχνη</i>, εκδ. Πρίντα, Αθήνα 2006.  -Laura H. Chapman, <i>Διδακτική της Τέχνης</i>, Εκδ. Νεφέλη, Αθήνα 1993.  -Jean Rudel, <i>Technique du dessin</i>, εκδ. Puf 1997.  -Γιάννης Τσαρούχης, <i>Αγαθόν το εξομολογείσθαι</i>, εκδ. Καστανιώτη Αθήνα 1986.  -Henri Matisse, <i>Ecrits et propos sur l' art</i>, Εκδ. Herman, Paris 2004.  -Wassily Kandinsky, <i>Cours du Bauhaus</i>, Εκδ. Denoel, Παρίσι  -Paul Klee, <i>Theorie de l'art moderne</i>, εκδ. Denoel, Παρίσι 1985.  -Robert Frances, <i>La perception P.U.F.</i> 1981, Παρίσι.  -Henri Pieron, <i>La Sensation P.U.F.</i>, 1974 Παρίσι.  -Πλίνιος ο Πρεσβύτερος, <i>Περί της αρχαίας ελληνικής ζωγραφικής</i>, Μεταφρ. Τ. Ρούσσοσ – Αλ. Λεβίδης, Εκδ. Άγρα, Αθήνα 1998.  -Δημήτρης Παυλόπουλος, <i>Χαρακτική, γραφικές τέχνες</i>, εκδ. Καστανιώτη και Διαπών, Αθήνα 2004.  -Yves Michaud, <i>La crise de l' Art contemporain</i>, P.U.F., 1997.  -Pablo Picasso, <i>Σκέψεις για την Τέχνη</i>, εκδ. Πρίντα 2000.</p>	
<b>TOPICS IN EDUCATIONAL RESEARCH METHODOLOGY</b>	
Lecturers' Names Maria Kaldrymidou, Georgia Papantoniou, Katerina Plakitsi	



Course Code ΠΝΕ315	Semester V
Study Year 3 <sup>rd</sup>	Course Level Second
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Bibliographical search based on a specific topic.</li> <li>2. Search of contemporary research on the selected topic.</li> <li>3. Research analysis and presentation on the specific topic.</li> <li>4. Research method analysis.</li> <li>5. Methodology comparison.</li> <li>6. Research tool planning – Applications.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures - Tutorials</li> <li>➤ Individual/group assignments</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials	13
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Compulsory assignment	100%
<b>Selected Bibliography</b>	
<p>-Bell J. (1997) «Μεθοδολογικός σχεδιασμός παιδαγωγικής και κοινωνικής έρευνας» Αθήνα: Gutenberg .</p> <p>-Bell J. (2007) «Πώς να συντάξετε μια επιστημονική εργασία: Οδηγός Ερευνητικής Μεθοδολογίας», Αθήνα: Μεταίχμιο</p> <p>-Cohen L. &amp; Manion L. (1994) «Μεθοδολογία Εκπαιδευτικής Έρευνας», Αθήνα: Μεταίχμιο – Επιστήμες.</p> <p>-Clive S. (1998) “<i>Researching Society and Culture</i>,” SAGE Publications.</p> <p>-Scott D. &amp; Usher R. (1996) “<i>Understanding Educational Research</i>” London: Routledge.</p>	

<b>ACTIVITIES AND EDUCATIONAL MATERIAL IN MATHEMATICS</b>	
Lecturer's Name Maria Kaldrimidou	
Course Code ΠNE133	Semester VI
Study Year 3 <sup>rd</sup>	Course Level Third
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
1. Activities for: <ul style="list-style-type: none"> <li>• Geometrical notions</li> <li>• Notions of sizes</li> <li>• Numerical notions</li> </ul> 2. Educational material for Mathematics 3. Activity-based material selection. 4. Material-based activity selection. 5. Theme-based activity and material selection.	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Individual/group assignments</li> <li>➤ Lab tutorials</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Lab tutorials	13
Study for course preparation	40
Collaboration with tutor	5
Assignment Preparation	40
Total hours	124
<b>Assessment method</b>	
Compulsory assignment	100%
<b>Selected Bibliography</b>	
-Bishop, A., Clements, K., Keitel. Ch., Kilpatrick, J., Laborde. C. (1996). <i>International Handbook of Mathematics Education</i> . Dordrecht: Kluwer Academic Publishers. -Copeland, R. (1984). <i>How children learn mathematics</i> . New York: Macmillan Publishing Company. -Mansfield, H., Pateman, N. A. & Bednarz, N, (Eds). (1996). <i>Mathematics for tomorrow's young children</i> . Dordrecht: Kluwer Academic Publishers. -Nunes, T. & Bryant, P. (2007). <i>Τα παιδιά κάνουν Μαθηματικά</i> . Αθήνα: Gutenberg. -Τζεκάκη, Μ. (2007). <i>Μικρά παιδιά, μεγάλα μαθηματικά νοήματα</i> . Αθήνα: Gutenberg -Πατρώνης, Τ. (2001). <i>Θεμελιώδεις μαθηματικές έννοιες και παιδική σκέψη</i> . Αθήνα: Δίπτυχο.	

<b>PARENTAL COUNSELING</b>	
Lecturer's Name Artemis Giotsa	
Course Code ΠΙΝΕ226	Semester VI
Study Year 3 <sup>rd</sup>	Course Level Third
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Introductory notions and definitions in Counseling Psychology.</li> <li>2. Aims and types of Counseling Psychology.</li> <li>3. History of Parental Counseling in Greece and other countries. Historical overview. Foundation of Parent Schools.</li> <li>4. Experiences and research data from Parent Schools.</li> <li>5. Methodology of parent schools.</li> <li>6. Themes developing in Parent Schools.</li> <li>7. Parental counseling in school space.</li> <li>8. Parental counseling applications in various developmental stages of children.</li> <li>9. Parental counseling in susceptible social groups.</li> <li>10. Staff training for parental counseling.</li> <li>11. Roles and functions of the Parent School coordinator.</li> <li>12. The counseling process in Parent Schools.</li> <li>13. Development of the dynamics of the Parent School team.</li> <li>14. Development phases of Parent School teams.</li> <li>15. Difficulties and conflicts resolution in Parent School teams.</li> <li>16. Experiential learning through parent counseling.</li> <li>17. Case analysis.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Individual and group assignments</li> <li>➤ Group tutorials</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials	13
Study for course preparation	40
Collaboration with tutor	3
Exam or assignment preparation	40
Total hours	122
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
Oral exams	100%
Assignment	100%
<b>Selected Bibliography</b>	
<p>-Braumandl, H., Jansen, G., Luckert, H., Nickel H., Retter, H., Sussmuth, R. <i>Δίπλωμα για γονείς</i>. Εκδόσεις Αρσενίδη.</p> <p>-Μαλικιώση-Λοϊζου, Μ., (2007), <i>Συμβουλευτική Ψυχολογία. Σύγχρονες προσεγγίσεις</i>, Αθήνα: Ατραπός.</p> <p>-Μακρή-Μπότσαρη, Ε., (2001), <i>Αυτοαντίληψη και Αυτοεκτίμηση</i>, Αθήνα: Ελληνικά Γράμματα.</p> <p>-Παρασκευόπουλος, Ι.Ν. &amp; Παρασκευοπούλου Π. (2009). <i>Δαίδαλος. Πρόγραμμα καλλιέργειας της δημιουργικής σκέψης στο σχολείο και στην οικογένεια</i>. Εκδόσεις: Γκέλμπεσης Γ.</p> <p>-Παρασκευόπουλος, Ι.Ν. (2004), <i>Δημιουργική Σκέψη στο σχολείο και στην οικογένεια</i>. Αθήνα: Αυτοέκδοση.</p> <p>-Verderber, R. &amp; Verderber, K. (2005). <i>Δεξιότητες διαπροσωπικής επικοινωνίας</i>. Αθήνα: Εκδόσεις Έλλην</p> <p>-Χουρδάκη, Μ., (2000), <i>Οικογενειακή Ψυχολογία</i>, Αθήνα: Leader Books.</p>	

<b>MUSIC IV</b>	
Lecturer's Name P.D.407	
Course Code NY509α	Semester VI
Study Year 3 <sup>rd</sup>	Course Level Third
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<ul style="list-style-type: none"> <li>➤ Systematic and historical approximation of musical education in early childhood (emphasis on Orff, Dalcroze and Kodály).</li> <li>➤ Major points in the history of world and Greek musical tradition.</li> <li>➤ Functional theory of music.</li> <li>➤ Complex musical acts for the kindergarten – group work. Emphasis on music with simple musical instruments.</li> <li>➤ Familiarization with melodic and non-melodic percussions, as well as the flute.</li> <li>➤ Various forms of musical improvisation.</li> </ul>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Individual/group assignments</li> <li>➤ Lab tutorials</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	21
Lab tutorials	18
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Compulsory lab tutorial	20%
Optional assignment	20%
Written exams	60%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<ul style="list-style-type: none"> <li>- Elliott, D. (1995). <i>Music Matters. A New Philosophy of Music Education</i>. New York: Oxford University Press.</li> <li>- Jorgensen, E. (1997). <i>In Search of Music Education</i>. Urbana &amp; Chicago: University of Illinois Pres.</li> <li>- Kaiser, H. J. / Nolte, E. (1989 / 2003): <i>Musikdidaktik. Sachverhalte - Argumente - Begründungen. Ein Lese- und Arbeitsbuch</i>. Mainz: Schott.</li> <li>- Hargreaves, D. (2004). <i>Η Αναπτυξιακή Ψυχολογία της Μουσικής</i>. (Μετ. Έ. Μακροπούλου). Αθήνα: Fagotto.</li> <li>- Παπαπαναγιώτου, Ξ. (Επιμ.) (2009). <i>Ζητήματα Μουσικής Παιδαγωγικής</i>. Θεσσαλονίκη: ΕΕΜΕ.</li> </ul>	

<b>THE ROLE OF THE MUSEUM IN SCIENCE AND TECHNOLOGY EDUCATION</b>	
Lecturer's Name Katerina Plakitsi	
Course Code ΠΙΝΕ137	Semester VII
Study Year 4 <sup>th</sup>	Course Level Third
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b> <ul style="list-style-type: none"> <li>• The museum in Science Education: Contemporary trends and prospects.</li> <li>• The link between Museum Education and Science Education in research, study curricula and teaching practice.</li> <li>• The relationship of scientific museums and schools in Greece. Possibilities and perspectives.</li> <li>• Interaction between Natural Science and Technology Museums with the contribution of modern digital technologies.</li> <li>• Practical/experiential exercise in Nature and the local museum as Science Education spaces.</li> </ul> <p>Familiarization and critical consideration of educational programs of Museum education for Science education. The teacher's role in educational program planning, creation and realization. Planning and creation of an educational program for a topic of Science education in museum space.</p>	
<b>Teaching method</b> <ul style="list-style-type: none"> <li>➤ Lectures – Lab tutorials in groups</li> <li>➤ Compulsory assignment</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Lab tutorials	13
Study for course preparation	40
Collaboration with tutor	5
Assignment preparation	40
Total hours	124
<b>Assessment method</b>	
Compulsory assignment	80%
Seminar – Lab tutorial	20%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b> <ul style="list-style-type: none"> <li>-Κόκκοτας, Π. &amp; Πλακίτση, Κ. (2005). Μουσειοπαιδαγωγική και Εκπαίδευση στις Φυσικές Επιστήμες. Αθήνα, Πατάκης.</li> <li>-Κολιόπουλος, Δ. (2005). <i>Η Διδακτική Προσέγγιση του Μουσείου των Φυσικών Επιστημών</i>. Αθήνα: Μεταίχμιο.</li> <li>-Bliss, J, Cooper, G., Κολιόπουλος, Δ., Κουλαϊδής, Β., Ραβάνης, Κ., Solomon, Ξ., Τσατσαρώνη, Α., Χατζηνικήτα Β, και Χρηστίδου, Β. (2001) (Επιμ.), <i>Διδακτική των Φυσικών Επιστημών</i>, Πάτρα: Ε.Α.Π.</li> <li>-Maier, M. (1997) (ed). <i>Collective Vision: Studying and sustaining a Children's Museum</i>, Association of Children's Museums.</li> <li>-Hein, G. (1998). <i>Learning in the Museum</i>, London: Routledge.</li> <li>-ICOM, (1996) <i>Statutes, Codes of Professional Ethics, Paris</i>.</li> </ul>	

<b>LANGUAGE &amp; SOCIAL PROCESSES</b>	
Lecturer's Name Leda Stergiou	
Course Code ΠΙΝΕ138	Semester VII
Study Year 4 <sup>th</sup>	Course Level Third
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<p>This course emphasizes the social dimension of language as a means of (cultural) reality formulation and perception, as well as the basic means of communication through individuals and teams. The notions of language and dialect are examined, along with the notions of mother tongue and foreign/second language, as well as the phenomenon of bilingualism. Special attention is paid to the study of bilingual education, which has become an area of great controversy. Various types of bilingual programs are examined and the different dimensions of linguistic competence are analyzed in relation to the (provided) education and school attainment. Finally, the crucial role of educators with respect to the type of interactions they choose to have with the students is highlighted. The overall approach is recorded in the context of the request for an educational reform that is suitable for contemporary multicultural environments, the purpose of which will be the provision of equal educational opportunities and the decrease of social disparity.</p>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures – group discussions</li> <li>➤ Short individual and group assignments</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Cummins, J. (2005), <i>Ταυτότητες υπό Διαπραγμάτευση. Εκπαίδευση με Σκοπό την Ενδυνάμωση σε μια Κοινωνία της Ετερότητας</i>. (Επιμ.: Ε. Σκούρτου. Μετάφρ.: Σ. Αργύρη). Αθήνα: Gutenberg.</p> <p>-Baker, C. (2001), <i>Εισαγωγή στη Διγλωσσία και στη Δίγλωσση Εκπαίδευση</i>. (Μετάφρ. Α. Αλεξανδροπούλου). Αθήνα: Gutenberg.</p> <p>-Σελλά-Μάζη, Ε. (2001), <i>Διγλωσσία και Κοινωνία</i>, Αθήνα: Προσκήνιο.</p> <p>-Κωστούλα-Μακράκη Ν. (2001), <i>Γλώσσα και Κοινωνία. Βασικές έννοιες</i>, Αθήνα: Μεταίχμιο.</p> <p>-Φραγκουδάκη Α. (1987), <i>Γλώσσα και Ιδεολογία</i>, Αθήνα: Οδυσσέας.</p>	

<b>HUMAN RESOURCES MANAGEMENT IN EDUCATIONAL SYSTEMS</b>	
Lecturer's Name Thomas Bakas	
Course Code ΠINE145	Semester VII
Study Year 4 <sup>th</sup>	Course Level Third
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
The subject of the course contains the following units:	
<ol style="list-style-type: none"> <li>1. The human factor and its importance for the Educational organization.</li> <li>2. Planning for human resources in Education.</li> <li>3. Staff employment processes.</li> <li>4. Staff reception and initial support.</li> <li>5. Stimulation ways of human resources.</li> <li>6. Further education and development of human resources.</li> <li>7. Communication in an educational organization.</li> <li>8. Conflict management.</li> <li>9. Staff assessment.</li> </ol>	
<b>Teaching method</b>	
➤ Lectures - short individual and group assignments	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
-Sisson K., (ed), (1994), Personnel management of personell, Mc Graw Hill co. -Κανελλόπουλος Χαρ., (2002), <i>Διοίκηση Προσωπικού-Ανθρώπινου Δυναμικού</i> , εκδ. Σταμούλη. -Ξηροτύρη-Κουφίδη Στυλ. (2001), <i>Διοίκηση Προσωπικού</i> , εκδ. Ανίκουλα, Θεσσαλονίκη. -Παγκάκης Γρ., (2003), <i>Διοίκηση Ανθρώπινων Πόρων</i> , εκδ. Σάκουλας, Αθήνα. -Φαναριώτης Π., (1997), <i>Διοίκηση Προσωπικού</i> , εκδ., Σταμούλης -Χατζηπαντελή Π. (1999), <i>Διοίκηση Ανθρώπινου Δυναμικού</i> , εκδ. Μεταίχμιο, Αθήνα.	

<b>ASSESSMENT &amp; INTERVENTION PROGRAMS IN SPECIAL EDUCATION</b>	
Lecturer's Name Dimitris Sarris	
Course Code ΠNE227	Semester VII
Study Year 4 <sup>th</sup>	Course Level
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Application and test analysis for early diagnosis of learning difficulties.</li> <li>2. Basic programs and intervention methods in children with special needs.</li> <li>3. Learning strategies in children with special needs.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Tutorials and lab tutorials in groups</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials and lab tutorials	13
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Compulsory assignment	20%
Written exams	80%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Stavrou, L., &amp; Sarris, D. (1997). L'image du corps chez les infirmes moteurs cérébraux (IMC) au travers des épreuves projectives. <i>Revue Européenne du Handicap Mental</i>, 4(16), 17-23.</p> <p>-Σταύρου, Λ. (2002). <i>Διδακτική Μεθοδολογία στην Ειδική Αγωγή</i>. Αθήνα: Άνθρωπος.</p> <p>-Sarris, D., &amp; Wallet, J.W. (2002). Dysharmonie cognitive d'évolution et conte-mythe. Etude de cas d'une thérapie des enfants de 5-12 ans à travers les Ateliers d'Expression. <i>Cahiers de Psychopédagogie Curative et Interculturelle</i>, 1, 80-96.</p> <p>-Chethik, M. (2000). <i>Techniques of Child Therapy: Psychodynamic strategies</i>. New York, U.S.A.: Guilford.</p> <p>-Μέλλον, Ρ. (1998). <i>Ψυχοδιαγνωστικές μέθοδοι</i>. Αθήνα: Ελληνικά Γράμματα.</p>	



<b>THEMES IN COGNITIVE AND EDUCATIONAL PSYCHOLOGY: SELF-REGULATION &amp; SELF-REGULATED LEARNING</b>	
Lecturer's Name Georgia Papantoniou	
Course Code ΠΝΕ229	Semester VII
Study Year 4 <sup>th</sup>	Course Level Third
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<p><u>Self-regulation:</u> Definition of self-regulation; Positive and negative feedback; Self-regulation and self-awareness; Self-regulation and volition; Self-regulation and self-control; Self-regulation and affect; Self-regulation and children; Parents, children and academic failure; Teachers and self-regulation; Socio-cultural impacts; Self-regulation and development across life-span;</p> <p><u>Self-regulated learning:</u> Constituents and phases of self-regulated learning; Role of metacognition in self-regulation; Development of academic self-regulation; Instruction and self-regulation of learning; Self-regulated instruction;</p>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Compulsory short individual and group research assignments</li> <li>➤ Group tutorials</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	39
Lab tutorials	10
Study for course preparation (library search, internet search for bibliography, preparation of oral presentation, short essays)	40
Collaboration with tutor	4
Exam Preparation	40
Total hours	125
<b>Assessment method</b>	
Compulsory assignment	40%
Written exams	60%
Compulsory assignment for ERASMUS students	40%
Written exams for ERASMUS students	60%
Oral exams	100%
Assignment (with declared number of pages (60) for graduating students only)	100%
<b>Selected Bibliography</b>	
<p>-Boekaerts, M., Pintrich, P., &amp; Zeidner, M. (2000) <i>Handbook of self-regulation</i>. San Diego, CA: Academic.</p> <p>-Bronson, M. B. (2000). <i>Self-regulation in early childhood: Nature and nurture</i>. New York: Guilford.</p> <p>-Heckhausen, J., &amp; Dweck, C. S. (1998). <i>Motivation and self-regulation across life span</i>. Cambridge, UK: Cambridge University Press.</p> <p>-Κωσταρίδου-Ευκλείδη, Α. (2005). <i>Μεταγνωστικές διεργασίες και αυτο-ρύθμιση</i>. Αθήνα: Ελληνικά Γράμματα.</p>	

<b>EDUCATIONAL SOFTWARE PROGRAMS II</b>	
Lecturer's Name Jenny Pagge	
Course Code ΠNE310	Semester VII
Study Year 4 <sup>th</sup>	Course Level Third
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Advanced use of ICT in the classroom.</li> <li>2. Advanced use of multimedia in the classroom.</li> <li>3. Advanced structure and composition of assignment.</li> <li>4. Advanced educational software development.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Short individual and group assignments</li> <li>➤ Lab tutorials in groups</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Lab tutorials	13
Study for course preparation	40
Assignment preparation	40
Collaboration with tutor	3
Total hours	122
<b>Assessment method</b>	
Compulsory assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Ράπτης Α. &amp; Ράπτη Α. (2001). <i>Μάθηση και διδασκαλία στην εποχή της Πληροφορίας</i>. τόμος α', β'. εκδ. Α. Ράπτη. Αθήνα.</p> <p>-Πρέζας Π. (2003). <i>Θεωρίες μάθησης και εκπαιδευτικό λογισμικό</i>. εκδ. Κλειδάριθμος. Αθήνα</p> <p>-Johnston S.D. (2005). <i>Early Explorations in Science</i>. Open University Press.</p>	

<b>CONTEMPORARY PROGRAMS OF EARLY CHILDHOOD EDUCATION</b>	
Lecturer's Name Maria Sakellariou	
Course Code ΠΙΝΕ317	Semester VII
Study Year 4 <sup>th</sup>	Course Level Third
ECTS 4	Teaching credits
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<p>The course describes contemporary early childhood education programs that outline the broad epistemological context in the discipline of early childhood education. More specifically: Presentation of programs from International Practice characterized by philosophical and pedagogic soundness and considered as representative of those applied nowadays. These programs cover knowledge fields of early childhood education as well as the attempts to combine pedagogy, practices and policies. In the context of the course, the following topics are presented:</p> <ul style="list-style-type: none"> <li>• A historical approach to early childhood education programs.</li> <li>• The Head Start Program.</li> <li>• The Constructivist Approach in early childhood education: Applications in children's museums.</li> <li>• The Montessorian Education today.</li> <li>• The Portage Program.</li> <li>• The Developmental-Interactive Program of Bank Street College</li> <li>• The High Scope Program.</li> <li>• Programs for the development of creativity.</li> <li>• The Program of Kawi-De Vries.</li> <li>• The behaviorist Programs of Bereiter-Englemann-Becker &amp; Distar.</li> <li>• A Multicultural educational approach.</li> <li>• Educational Programs for all children: A model early childhood education program for children with or without special needs.</li> </ul>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Short individual and group assignments</li> <li>➤ Discussion, video projections of kindergarten programs in Greece and around the world</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	36
Tutorials (group work, video projection)	30
Study for course preparation	5
Collaboration with tutor	24
Exam Preparation	40
Total hours	135
<b>Assessment method</b>	
Compulsory assignment (short individual/group assignments)	30%
Written exams	70%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Ντολιοπούλου, Ε., <i>Σύγχρονα Προγράμματα για παιδιά Προσχολικής ηλικίας</i>,(2000), Αθήνα: Τυπωθήτω – Γιώργος Δαρδανός.  -Κακανά, Δ., Σιμούλη, Γ.,( Επιμ.), <i>Η Προσχολική Εκπαίδευση στον 21<sup>ο</sup> αιώνα: Θεωρητικές Προσεγγίσεις και Διδακτικές Εφαρμογές</i>,(2008),Θεσσαλονίκη : Επίκεντρο.  -Freire, P., <i>Δέκα επιστολές προς αυτούς που τολμούν να διδάσκουν</i>, Επιμ. Τ. Λιάμπας,(2006), Θεσσαλονίκη: Επίκεντρο.  -Χατζηγεωργίου, Γ.,(Επιμ.), <i>Κείμενα Παιδείας: John Dewey</i>,(1999), Αθήνα: Ατραπός.  -Rooperaigne, J. &amp; Johnson, <i>Ποιοτικά προγράμματα Προσχολικής Εκπαίδευσης</i>, (2006), Αθήνα: Παπαζήση.  -Κουτσουβάνου, Ε., <i>Προγράμματα Προσχολικής Εκπαίδευσης και η διαθεματική διδακτική προσέγγιση</i>, (2003), Αθήνα: Οδυσσέας.  -Chenfeld, M., <i>Creative experiences for young children</i>, (2000), Portsmouth, NH: Heinemann.  -Spring Project, <i>Developing a Relation Approach for Peer – Based Experience in Pre-school Classrooms:</i></p>	



<b>HISTORY OF MODERN GREEK EDUCATION II</b>	
Lecturer's Name Apostolos G. Papaioannou	
Course Code PNY119	Semester VIII
Study Year 4 <sup>th</sup>	Course Level Third
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. The Greek urban class and interventions in the educational process (The Greek urban class abroad and Greek schools, funding, benefaction and education.</li> <li>2. The aims of the Greek Frontistirion of Istanbul (1861)</li> <li>3. Education in 1920s.</li> <li>4. Bibliographical search: the importance of periodicals from "Newspaper" and "Scholarly Hermes" of Vienna, to "Education" of Miltos Kountouras, the literary work of Andreas Moustoxidis, Anthimos Mazarakis and Konstantinos Karapanos.</li> <li>5. Special references: education from 1453 to 1827 (outline), education from 1827 till today.</li> </ol>	
<b>Teaching method</b>	
➤ Lectures and short individual and group assignments	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	20%
Written exams with assignment	80%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Σήφης Μπουζάκης, <i>Νεοελληνική Εκπ/ση 1821-1985</i>, Αθήνα, εκδ. Gutenberg.</p> <p>-Δημήτρης Σακκής, <i>Νεοσύστατο ελληνικό κράτος 1833-1848. Οικονομικές, Κοινωνικές και Πολιτισμικές συνιστώσες της εκπ/κής πραγματικότητας</i>, (2001), Αθήνα, εκδ. Δαρδανός.</p> <p>-Σήφης Μπουζάκης(επιμ.), <i>Επίκαιρα Θέματα Ιστορίας Εκπ/σης</i>, (2002), εκδ. Gutenberg.</p> <p>-Απόστολος Γ. Παπαιωάννου, <i>Εμμανουήλ Αναγνώστου Βασιλείου Σκουλάς (1845-1866), ο Πυρπολητής του Αρκαδίου</i>, (2003), Ιωάννινα.</p>	

<b>ENVIRONMENTAL EDUCATION</b>	
Lecturer's Name Spyros Pantazis	
Course Code ΠINE126	Semester VII
Study Year 4 <sup>th</sup>	Course Level Third
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Exploration of the notion of Environmental Education in the context of the Principle of αειφορία.</li> <li>2. Learning theories and didactic approaches that can be exploited in the context of Environmental Education.</li> <li>3. Basic Principles for the realization of Environmental Education Programs. <ul style="list-style-type: none"> <li>• Holistic and systemic approach of environmental issues.</li> <li>• Didactic tools – Didactic strategies for realization of Environmental Education Programs.</li> <li>• Assessment and Environmental Education.</li> </ul> </li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Lab tutorials in groups</li> <li>➤ Group discussions</li> <li>➤ Filed work</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials (group work, projections, field work)	30
Study for course preparation	5
Collaboration with tutor	24
Exam Preparation	40
Total hours	125
<b>Assessment method</b>	
Optional assignment	30%
Written exams with assignment	70%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<ul style="list-style-type: none"> <li>- Γεωργόπουλος, Α. &amp; Τσαλίκη, Ε. (1993). <i>Περιβαλλοντική Εκπαίδευση: Αρχές- Φιλοσοφία, Μεθοδολογία, Παιχνίδι και Ασκήσεις</i>. Αθήνα :Gutenberg.</li> <li>- Γεωργόπουλος, Α. (2002). <i>Περιβαλλοντική Ηθική</i>. Αθήνα :Gutenberg.</li> <li>- Δεληκανάκη, Ν., Κοκολάκη, Ρ. &amp; Νοΐδου, Μ., (2001). <i>Περιβαλλοντική Εκπαίδευση στην Προσχολική Ηλικία</i>. Αθήνα: Ελληνικά Γράμματα.</li> <li>- Γεωργόπουλος, Α.(2005). (Επιμ.), <i>Περιβαλλοντική Εκπαίδευση. Ο νέος πολιτισμός που αναδύεται</i>. Αθήνα: Τυπωθήτω.</li> <li>- Φλογαίτη, Ε. (1998). <i>Περιβαλλοντική Εκπαίδευση</i>. Αθήνα: Ελληνικά Γράμματα.</li> <li>- Τσαμπούκου-Σκαναβή, Κ.(2004). <i>Περιβάλλον και Κοινωνία: Μια σχέση σε αδιάκοπη εξέλιξη</i>. Αθήνα: Καλειδοσκόπιο.</li> <li>- Γεωργόπουλος, Α. (2001). <i>ΓΗ, ένας μικρός και εύθραυστος πλανήτης</i>. Αθήνα: Gutenberg.</li> <li>- Μαυρικάκη, Ε. (2001). <i>Εργαστηριακές Ασκήσεις και Δραστηριότητες Περιβαλλοντικής Ευαισθητοποίησης</i>. Αθήνα:Τυπωθήτω.</li> <li>- Hungerford, R.H. (1998).The myths of environmental education- Revisited, στο Hungerford, H. et.al. (Επιμ.), <i>Essential Readings in Environment: The Center for Instruction, Staff Development and Evaluation</i>. Stipes Publishing L.L.C.</li> <li>- Hungerford,H., Peyton, R. &amp; Wilke, R. (1980). Goals for Curriculum Development in Environmental Education, <i>Journal of Environmental Education</i>, 11(3), pp.42-47.</li> </ul>	

<b>SOCIETY &amp; CULTURE</b>	
Lecturer's Name Leda Stergiou	
Course Code ΠINE139	Semester VIII
Study Year 4 <sup>th</sup>	Course Level Third
ECTS 4	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<p>This course examines the notion of culture, as it has been formulated through sociological and anthropological approaches and theories in the last three centuries. Emphasis is given to the study of the relation between individual culture and team culture as well as the influence of the latter to the first.</p> <p>An attempt is made to demonstrate the relationship between culture and identity, particularly cultural identity as social construct. In the context of contemporary multicultural societies, whereby the significance of the correlation between cultural identity and social integration or exclusion is immense, reference in issues such as (neo)racism, ethnocentrism, stereotypes and prejudice, the damaged identity and its management is considered absolutely necessary.</p>	
<b>Teaching method</b>	
➤ Lectures – Discussions - Short individual and group assignments	
<b>Student workload (hours)</b>	
Lectures	39
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	40%
Written exams with assignment	60%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Cuche D. (2001), <i>Η έννοια της κουλτούρας στις κοινωνικές επιστήμες</i>, Αθήνα: Τυπωθήτω-Γ.Δαρδανός.</p> <p>-Βερνίκος, Δασκαλοπούλου (2002), <i>Πολυπολιτισμικότητα. Οι διαστάσεις της πολιτισμικής ταυτότητας</i>, Αθήνα: Κριτική.</p> <p>-Smith P. (2006), <i>Πολιτισμική Θεωρία. Μια εισαγωγή</i>, Αθήνα: Κριτική.</p> <p>-Lévi- Strauss C. (2003), <i>Φυλή και Ιστορία-Φυλή και Πολιτισμός</i>, Αθήνα: Πατάκης.</p> <p>-Μπαλιμπάρ Ε., Βαλλερστάιν Ι. (1991), <i>Φυλή-Εθνος-Τάξη. Οι διαφορούμενες ταυτότητες</i>, Αθήνα: Πολίτης.</p>	

<b>DISTANCE LEARNING SYSTEM DEVELOPMENT</b>	
Lecturer's Name Jenny Pagge	
Course Code ΠINE316	Semester VIII
Study Year 4 <sup>th</sup>	Course Level Third
ECTS 3	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<ol style="list-style-type: none"> <li>1. Factors of planning and development of distance learning systems.</li> <li>2. System categories.</li> <li>3. System assessment.</li> </ol>	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Practice and short individual and group assignments</li> <li>➤ Group tutorials</li> <li>➤ Lab tutorials in groups etc.</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials and lab tutorials	13
Study for course preparation	20
Collaboration with tutor	3
Exam Preparation	30
Total hours	92
<b>Assessment method</b>	
Oral exams	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Λιοναράκης, Α. (2005). <i>Ανοικτή και εξ' αποστάσεως εκπαίδευση και διαδικασίες μάθησης. Στο Ανοικτή και εξ αποστάσεως εκπαίδευση- Παιδαγωγικές και τεχνολογικές εφαρμογές</i>. Πάτρα: Ελληνικό Ανοικτό Πανεπιστήμιο.</p> <p>-Κόκκος, Α. (1999). <i>Εκπαίδευση Ενηλίκων. Το Πεδίο, Οι Αρχές Μάθησης, Οι Συντελεστές</i>, τόμος Α', Πάτρα: Ε.Α.Π.</p> <p>-Race, P. (1999). <i>Το εγχειρίδιο της Ανοιχτής Εκπαίδευσης</i>. (Ελ. Ζέη, Μετάφρ.). Αθήνα: Μεταίχμιο.</p> <p>-Keegan, D. (2001). 'Η εξ αποστάσεως πανεπιστημιακή εκπαίδευση στην Ευρώπη στην αυγή της τρίτης χιλιετίας' στο 'Θέσεις και προβληματισμοί για την εξ αποστάσεως εκπαίδευση', Αθήνα: Προπομπός.</p>	



<b>HEALTH EDUCATION II</b>	
Lecturer's Name Vasilis Koutras	
Course Code ΠINE422	Semester VIII
Study Year 4 <sup>th</sup>	Course Level Third
ECTS 3	Teaching credits 3
Course category Elective	
Course Language Greek	
<b>Course Content</b>	
<p>The system is team-centered, where the dynamics of the team are exploited and activates learning in action. In team-centered learning there is an emphasis on cognitive processes, without omitting the importance of the emotional state of the individuals.</p> <p>The phenomena of interaction and interdependence among the team members promote experiential learning. In the educational program there is use of experiential behavioral and cognitive techniques (dramatization, games, story analysis, model application, skill exercise, brainstorming etc.)</p> <p>The course contains the following units:</p> <ol style="list-style-type: none"> <li>1. Basic operation conditions of the team. Developmental stages of the team. The role of the coordinator.</li> <li>2. Creating with an interested team.</li> <li>3. Learning cooperation.</li> <li>4. Myself. Self-esteem enhancement techniques. Growing and changing.</li> <li>5. The family. Manipulation of family conflicts.</li> <li>6. Similarities and differences. Others and I – Friends.</li> <li>7. Social influences of decision-making (family, friends, mass media, educators).</li> <li>8. Co-existing with others, creating, breaking and maintaining relationships.</li> <li>9. Interest for others. People helping me.</li> <li>10. Recognizing and expressing emotions. Facing intense emotions. Loss and sorrow.</li> <li>11. Conflict resolution. The importance of determination, overcoming, cowardice, and aggression manipulation in social relationships.</li> <li>12. Introduction to critical thinking and responsible decision-making. Cognitive mistakes.</li> <li>13. Usual stressful situations. Stress management techniques.</li> <li>14. Negation skills. The importance of independent thinking.</li> <li>15. Enhancement of self-care emotions.</li> <li>16. Course assessment in the context of the team.</li> </ol>	
<b>Teaching method</b>	
➤ Seminar in groups of 20 people with obligatory attendance	
<b>Student workload (hours)</b>	
Lectures	39
Collaboration with tutor	5
Exam Preparation	46
Total hours	90
<b>Assessment method</b>	
Oral exams	100%
Research assignment for ERASMUS students	100%
<b>Selected Bibliography</b>	
<p>-Χατζηχρήστου Χ. (2008), <i>Κοινωνική και Συναισθηματική Αγωγή στο σχολείο. Προσχολική και πρωτοσχολική ηλικία</i>, Αθήνα: <i>Τυπωθήτω-Γ. Δάρδανος</i>.</p> <p>-Τριλίβα Σ.- Chimienti, G. (1998), <i>Πρόγραμμα ελέγχου των συγκρούσεων</i>, Αθήνα: <i>Ελληνικά Γράμματα</i>.</p> <p>-Miller B. (2003), <i>Χτίζοντας καλύτερη σχέση με τα παιδιά στην τάξη</i>, Θεσσαλονίκη: <i>Κέντρο UNESCO</i>.</p> <p>-Μαυρικάκη Ε., Ζωγράφου - Τσαντάκη Ν. (2006), <i>Πρόληψη ατυχημάτων στο νηπιαγωγείο</i>, Αθήνα: <i>Τυπωθήτω- Γ. Δαρδανός</i>.</p> <p>-Rapp Paglicci L., Dulmus C., Wodarski J. (2004) <i>Handbook of Preventive Interventions for Child and Adolescents</i>, <i>J Wiley &amp; Sons, Inc</i>.</p> <p>-Stallard, P (2006), <i>Νοιώθω Καλά Σκέπτομαι Σωστά</i> Αθήνα: <i>Τυπωθήτω- Γ Δαρδανός</i>.</p>	

## ENGLISH COURSES OUTLINE

ENGLISH I	
Lecturer's Name Vanessa Petropoulou	
Course Code	Semester I
Study Year 1 <sup>st</sup>	Course Level First
ECTS 3	Teaching credits
Course category Elective	
Course Language English & Greek	
<b>Course Content</b>	
Structures and grammatical phenomena of the English language (e.g. Tense system: Simple Present, Present Progressive, Simple Future, 'be going to', Simple Past, Past Progressive, Simple Present Perfect, Present Perfect Progressive, Plurals, Countable & Uncountable Nouns, Adjectives, Adverbs, the Infinitive & the Gerund, Modal Verbs, Prepositions, Idiomatic English, Phrasal verbs, Word formation), taught in the context of texts of increasing difficulty and a variety of topics (e.g. Daily Life, Communication, Literature, Crime, Office Work, Traveling, Habits, Inventions, Fashion, Friendship, Environment etc.), as well as exercises focusing on reading comprehension, writing (e.g. informal letter, letter of complaint, letter of advice, short story, letter of invitation, letter of apology), listening comprehension (e.g. listening for specific information, listening and note-taking, listening and identifying) and speaking (discussion, talking about advantages and disadvantages, likes and dislikes, describing pictures, responding to visuals, role play – job interview, giving advice).	
<b>Teaching method</b>	
➤ Lectures - group tutorials	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials	13
Study for course preparation	20
Collaboration with tutor	5
Exam Preparation	30
Total hours	94
<b>Assessment method</b>	
Written exams	100%
Oral exams (only for graduating students or students with health problems)	100%
<b>Selected Bibliography</b>	
-Grivas, C.N. (2004) <i>English for Adults Grammar &amp; Companion 1</i> , Athens: Grivas Publications.	
-Grivas, C.N. (2005) <i>English for Adults Grammar &amp; Companion 2</i> , Athens: Grivas Publications.	
-O'Brien, Kathleen & Fiona Longden (2004) <i>English for Adults Coursebook 2</i> , Athens: Grivas Publications.	

<b>ENGLISH II</b>	
Lecturer's Name Vanessa Petropoulou	
Course Code	Semester I
Study Year 1 <sup>st</sup>	Course Level First
ECTS 3	Teaching credits
Course category Elective	
Course Language English & Greek	
<b>Course Content</b>	
Structures and grammatical phenomena of the English language (Past Perfect Simple & Progressive, Future Perfect Simple & Progressive, Conditionals, Emphatic structures, Passive Voice, Direct & Reported Speech, Question tags, Causative, Relative clauses, Clauses of result, reason, purpose, time, Participles, Conjunctions, Prepositions, Idiomatic English, Phrasal Verbs, Word formation) taught in the context of texts of increasing difficulty and a variety of topics (e.g. Law, Human Rights, Health, Money, News, Language, Family, Learning, Leisure, Advertising, Science etc.) and exercises focusing on reading comprehension, writing (e.g. articles, essay composition, short story, letter giving information, letter of application), listening comprehension (e.g. listening for specific information, listening and note-taking, listening and labeling, listening and identifying, listening for key words) and speaking (discussion, talking about advantages and disadvantages, pair work – giving instructions, describing/comparing photos, pair work – decision making, responding to visuals, pair work – problem solving, giving advice).	
<b>Teaching method</b>	
➤ Lectures – Group tutorials	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials	13
Study for course preparation	20
Collaboration with tutor	5
Exam Preparation	30
Total hours	94
<b>Assessment method</b>	
Written exams	100%
Oral exams (only for graduating students or students with health problems)	100%
<b>Selected Bibliography</b>	
-Grivas, C.N. (2005) <i>English for Adults Grammar &amp; Companion 2</i> , Athens: Grivas Publications.	
-O'Brien, Kathleen & Fiona Longden (2004) <i>English for Adults Coursebook 2</i> , Athens: Grivas Publications.	
-Raimes, Ann (2004) <i>Grammar Troublespots. A Guide for Student Writers</i> . New York: Cambridge University Press.	

<b>ENGLISH TEXTS &amp; TERMINOLOGY ON EARLY CHILDHOOD EDUCATION I</b>	
Lecturer's Name Vanessa Petropoulou	
Course Code NY116α	Semester III
Study Year 2 <sup>nd</sup>	Course Level Second
ECTS 4	Teaching credits
Course category Compulsory	
Course Language English & Greek	
<b>Course Content</b>	
Texts on topics deriving from the disciplines related to Early Childhood Education, such as Pedagogy, Sociology, Linguistics, Psychology and Educational Organization (Modules: "10 Signs of a Preschool", "Teaching and Learning", "L1 and the LAD", "The Nature or Nurture Problem", "Personal Learning Styles", "Western Education Systems", "Social Benefits of Extended Families", "Understanding Young Children: Constructivism, Egocentrism", "Teaching to the Whole Child") accompanied with exercises focusing on academic study skills, such as reading comprehension, text scanning & skimming, text summarization, academic writing, information citing, lecture comprehension and note-taking, text translation and academic discussion.	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Group tutorials</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials	13
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	10%
Written exams with assignment	90%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
Oral exams (only for graduating students or students with health problems)	100%
Assignment (only for graduating students or students with health problems)	100%
<b>Selected Bibliography</b>	
-Cox, Kathy & David Hill (2004) <i>EAP Now! English for Academic Purposes</i> . French Forest: Pearson Education Australia.	
-Phillips, Terry (2004), <i>Skills in English</i> , 2 <sup>nd</sup> ed., Reading: Garnet Education.	
-Raimes, Ann (2004) <i>Grammar Troublespots. A Guide for Student Writers</i> . 3 <sup>rd</sup> ed., New York: Cambridge University Press.	
-Seal, Bernard (1998) <i>Academic Encounters. Reading Study Skills and Writing</i> . New York: Cambridge University Press.	

<b>ENGLISH TEXTS &amp; TERMINOLOGY ON EARLY CHILDHOOD EDUCATION III</b>	
Name of Tutor: Vanessa Petropoulou	
Course Code NY612α	Semester IV
Study Year 2 <sup>nd</sup>	Course Level Second
ECTS 4	Teaching credits
Course category Compulsory	
Course Language English & Greek	
<b>Course Content</b>	
Texts with topics deriving from disciplines related to Early Childhood Education, such as Psychology, Sociology, Preschool Pedagogy, Science Education, Intercultural Education, Information & Communication Technology in Education and Special Education (Modules: Developmentally Appropriate Practice, Developmental Stages, Cross-cultural Communication, Family Responsibility, Special Education, Basic Research Techniques, Ingredients for Quality Childcare, Access to Education, Benefits of Play in Children, Standards for Preschool Mathematics, ICT in Preschool, Purpose of Education) accompanied with exercises focusing on academic study skills, such as reading comprehension, text scanning & skimming, text summarization, academic writing, research assignment planning, compilation of bibliographies, library and internet use for research purposes, diagram/chart interpretation and reference, academic discussion comprehension, note-taking and text translation.	
<b>Teaching method</b>	
<ul style="list-style-type: none"> <li>➤ Lectures</li> <li>➤ Group tutorials</li> </ul>	
<b>Student workload (hours)</b>	
Lectures	26
Tutorials	13
Study for course preparation	40
Collaboration with tutor	5
Exam Preparation	40
Total hours	124
<b>Assessment method</b>	
Optional assignment	10%
Written exams with assignment	90%
Written exams without assignment	100%
Research assignment for ERASMUS students	100%
Oral exams (only for graduating students or students with health problems)	100%
Assignment (only for graduating students or students with health problems)	100%
<b>Selected Bibliography</b>	
-Cox, Kathy & David Hill (2004) <i>EAP Now! English for Academic Purposes</i> . French Forest: Pearson Education Australia.	
-Mouzakitis, George (1996) <i>The Language we use for Education</i> . Αθήνα: Εκδόσεις Έλλην.	
-Seal, Bernard (1998) <i>Academic Encounters. Reading Study Skills and Writing</i> . New York: Cambridge University Press.	
-Slaght, John & Paddy Harben (2004) <i>English for Academic Study</i> . Reading: Coursebook. Reading: Garnet Education	
-Slaght, John, Paddy Harben & Anne Pallant (2004) <i>English for Academic Study</i> . Reading & Writing: Source Book. Reading: Garnet Education	
-Wallace, Michael J.(2004) <i>Study Skills in English</i> , 2 <sup>nd</sup> ed., Cambridge: Cambridge University Press.	