

UNIVERSITY OF WESTERN MACEDONIA

SCHOOL OF EDUCATION  
DEPARTMENT OF EARLY CHILDHOOD EDUCATION

INFORMATION PACKAGE/COURSE CATALOGUE  
EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM

**Academic Year 2014-2015**

Editing: Domna Michail, Associate Professor  
Ifigeneia Vamvakidou Professor

List of contents

## A. Introduction to ECTS

## B. Information on the Institution

1. • Name and address
2. • Academic calendar
3. • Academic authorities
4. • General description of the University of Western Macedonia
5. • List of degree programmes offered
6. The Department of Early Childhood Education
7. • Admission/registration procedures
8. • Main university regulations (notably recognition procedures)
9. • ECTS institutional co-ordinator

## C. Information on degree programmes - General description

1. • Qualification awarded
2. • Admission requirements
3. • Educational and professional goals
4. • Access to further studies
5. The principles of programme design and structure
6. The structure of the programme of studies
7. • Course structure diagram with credits
8. Indicative student's programme for 2014-2015
9. • Examination and assessment regulations
10. • ECTS Departmental co-ordinator

## D. Description of individual course units (both compulsory and optional)

1. Compulsory courses
2. Optional courses

## E. General information for students

1. Living in the City of Florina
2. Cost of living

3. • Accommodation
4. • Meals
5. • Medical facilities
6. • Facilities for special needs students
7. • Student affairs office
8. • Study facilities
9. • Practical information
10. • Language courses
11. • Sports facilities
12. • Student associations

## **A. Introduction to ECTS**

### A common language for academic recognition

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

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

### What does ECTS offer to the student?

ECTS guarantees academic recognition of studies abroad. ECTS enables access to regular courses alongside local students, with the benefit of full participation in the academic life of the host institution. ECTS enables further studies abroad. A student may prefer not to go back to the home institution after the study period abroad, but rather to stay at the host institution -possibly to gain a degree- or to move to a third institution. The institutions themselves decide whether or not this is acceptable and what conditions the student must fulfil in order to get a diploma or transfer registration.

### What does ECTS offer to higher education institutions?

ECTS creates curriculum transparently by providing detailed information on the curricula and their relevance towards a degree. ECTS helps academics to make academic recognition decisions thanks to prior agreement on the content of study programmes abroad between students and their home and host institutions. The use of ECTS can also be catalyst for their home and host institutions. The use of ECTS can also be a catalyst for reflection on course curriculum structures, students workload and learning outcomes. With ECTS, higher education institutions preserve their autonomy and responsibility for all decisions concerning student's achievements, without amending existing course structures and assessment methods: all courses and assessments are those which are normally taken by regular students at the host institution.

### What are ECTS credits?

ECTS credits are a value allocated to course units to describe the student workload required to complete them. They reflect the quantity of work each course requires in relation to the total quantity of work required to complete a full year of academic study at the institution, that is, lectures, practical work, seminars, private work -in the laboratory, library or at home- and examinations or other assessment activities.

In ECTS, 60 credits represent one year of study (in terms of workload); normally 30 credits are given for six months (a semester) and 20 credits for a term (a trimester). ECTS credits are also allocated to practical placements and to thesis preparation when these activities form part of the regular programme of study at both the home and host institutions. ECTS credits are allocated to courses by passing the examinations or other assessments.

### What is the ECTS grading scale?

Examination and assessment results are usually expressed in grades. There are many different systems in Europe. To help institutions translate the grades awarded by host institutions to Erasmus students, the ECTS grading scale has been developed. This provides additional information on the student's performance to that provided by the institution's grade, but does not replace the local grade. Higher education institutions make their own decisions on how to apply the ECTS grading to their own system.

### How does ECTS work?

The main tools used to make ECTS work and facilitate academic recognition are:

The *Information Package/Course Catalogue*. Institutions, which want to use ECTS, produce an information package, updated annually, in which they describe the courses available at the institution. It provides general information about the institution, its location, student accommodation, administrative procedures necessary to register, the academic calendar and other useful information. Good course information is essential to prepare serious study abroad and descriptions covering the content, prerequisites, mode of assessment, time unit, type of course, teaching and learning methods applied and ECTS credit allocated are well included in the Information Package/Course Catalogue, along with a description of the department offering the course. Details of examination and assessment procedures, the institution's grading scale and structure of the curriculum of the degree are also included. They are circulated to partner institutions for students and professors to consult and use in planning study abroad programmes.

The *Learning Agreement*, describes the programme of study at the host institution and is drawn up by the individual student and institutions involved before the student goes abroad.

The *Transcript of Records*, shows the learning achievements of the student prior to (for outgoing students) and after the period of study abroad (for incomers). The transcript of records show for every course taken by the student not only the ECTS credits but also the grades awarded according to the local grading scale and the ECTS grades. The combination of the local grades and the ECTS credits and grades represents quantitatively and qualitatively the performance of the student on the courses at the host institution.

The tools are used by the institutional and department co-ordinators, appointed by each institution to deal with the administrative and academic aspects of ECTS. It is their role to advise and counsel students who wish to participate in Erasmus. By using ECTS transparency of curricula and students' learning achievements is guaranteed and thus facilitates academic recognition.

### How is ECTS used by students and institutions?

#### *Planning the programme of study abroad*

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

#### *Ensuring full academic recognition*

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

#### *How are ECTS credits transferred?*

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

#### *Further studies abroad*

As indicated, an ECTS student might wish to stay at the host institution -perhaps to get a degree or to move to a third institution. This is possible provided that the institutions involved agree and

that the student accepts the conditions to be fulfilled to get a diploma or to transfer registration. By providing a history of the students' academic achievements, the transcript of records is a particularly useful means of helping institutions to make these decisions further opening up Europe to student mobility. Higher education institutions are encouraged to introduce ECTS within the framework of their institutional contract with the Commission.

To conclude:

ECTS provides transparency through the following means:

- a) the information package/course catalogue which supplies written information to students and staff on institution, departments/faculties, the organisation and structure of the study programme.
- b) ECTS credits which are numerical values allocated to course units to describe the student work load required to complete them.
- c) the learning agreement covering the programme of study to be taken and the ECTS credits to be awarded for their satisfactory completion, committing both home and host institutions, as well as student and
- d) the transcript of records which shows students' learning achievements in a way which is comprehensive, commonly understood and easily transferable from one institution to another.

## B. Information on the Institution

### 1• Name and address

<p align="center"><b>UNIVERSITY OF WESTERN MACEDONIA</b></p> <p align="center"><b>(PANEPISTIMIO DYTIKIS MAKEDONIAS)</b></p>
---

### *SOCRATES-ERASMUS Institutional Form*

<b>Full legal name of Institution</b>	<b>University of Western Macedonia</b>
<b>ERASMUS Code of Institution</b>	<b>G KOZANI 02</b>
<b>WWW Internet Address</b>	<b>www.uowm.gr</b>
<b>Name of the Legal Representative</b>	<b>Prof. Theodoros Hatzipantelis</b>
<b>Official Title</b>	<b>President of the University of Western Macedonia</b>
<b>Address</b>	<b>University of Western Macedonia Parko Agiou Dimitriou 50100-KOZANI GREECE</b>
<b>Telephone (inc. country and area code)</b>	<b>+30-2461 0 56200</b>
<b>Fax (inc. country and area code)</b>	<b>+30-24610-56201</b>
<b>E-mail address</b>	<b>mvezou@uowm.gr</b>
<b>Responsible Office/Department</b>	<b>Department of International Relations and Educational Programmes</b>
<b>Name of SOCRATES Institutional Coordinator</b>	<b>Prof. Theodoros Hatzipantelis</b>
<b>Official title</b>	<b>Head of the International Relations and Educational Programmes Office</b>





- on the celebration of the Polytechnic students Uprising on the 17<sup>th</sup> of November
- during the Christmas Vacation, from Christmas Day Eve to the next day of the Feast of the Theophany
- on the Feast of the Three Holy Fathers the 30<sup>th</sup> of January

Winter semester examinations take place from Tuesday the 26<sup>th</sup> of January 2015 to Friday the 13<sup>th</sup> of February 2015.

### **SPRING SEMESTER:**

The Spring Semester

begins on Monday the 16<sup>th</sup> of February 2015 and ends on Friday the 5<sup>th</sup> of June 2015

Courses are not held:

- from Cheesefare Thursday to the next Tuesday (Carnival holidays)
- on the national celebration of the 25<sup>th</sup> of March
- two weeks, one before and one after Easter day (Easter holidays)
- on the day of students' elections
- on the day of academic authorities elections
- on the 1<sup>st</sup> of May
- on the Feast of Trinity the 28<sup>th</sup> of May 2015

Spring semester examinations take place from Monday the 8<sup>th</sup> of June to Friday the 26<sup>th</sup> of June 2015.

#### **4 • General description of the University of Western Macedonia**

The University of Western Macedonia (Panepistimio Dytikis Makedonias) was established very recently by the Presidential Decree 92/2003 (P. 83/11-4-2003) and began its operation in the same year. The Departments currently operating are the Department of Early Childhood Education, the Department of Primary Education and the Department of Fine and Applied Arts.

#### **5 • List of degree programmes offered**

## Department of Early Childhood Education

a) 4 year Bachelor's degree

b) Postgraduate Studies which lead to

- Master's Degree in *Semiotics and Communication*
- Master's Degree in *Creative Writing*
- Master's Degree in *Teaching Modern Greek Language*
- Master's Degree in *Bilingual Special Education*

c) PhD degree

## 6. The Department of Early Childhood Education

### 6.1 Administrative authorities of the department

Head of the Department: **Ifigeneia Vamvakidou**, Professor of Modern Greek History and Civilization (tel. 23850 55103, [ibambak@uowm.gr](mailto:ibambak@uowm.gr))

Vice head of the department: **Anastasia Alevriadou**, Associate Professor (tel. 23850 55085, e-mail: [alevriadou@uowm.gr](mailto:alevriadou@uowm.gr))

### Members of staff:

**Petros Kariotoglou**, Professor in Science Education in the Dept (tel. 23850 55080, e-mail: [pkariotog@uowm.gr](mailto:pkariotog@uowm.gr))

**Konstantinos Ntinis**, Professor in Linguistics and Greek Language (tel. 23850 55091, e-mail: [kdinas@uowm.gr](mailto:kdinas@uowm.gr))

**Sofia Avgitidou**, Professor in Preschool Pedagogy (tel. 23850 55087, [saugitidoy@uowm.gr](mailto:saugitidoy@uowm.gr))

**Angeliki Tsapakidou**, Professor in Kinetics – Rhythmical Education in Preschool (tel. 23850 55093, e-mail: [atsapakid@uowm.gr](mailto:atsapakid@uowm.gr))

**Sofia Anastasiadou**, Professor in Statistics and Educational Research (tel. 23850 55097, e-mail: [anastasiadou@uowm.gr](mailto:anastasiadou@uowm.gr))

**Georgia Stephanou**, Associate Professor in Cognitive Psychology Stephanou (tel. 23850 55107, email: [gstephanou@uowm.gr](mailto:gstephanou@uowm.gr))

**Sotiria Triantari – Mara**, Associate Professor in Philosophy of Education (tel. 23850 55110, e-mail: [striantari@uowm.gr](mailto:striantari@uowm.gr))

**Domna Michail**, Associate Professor in Social Anthropology (tel. 23850 55124, e-mail: [dmihail@uowm.gr](mailto:dmihail@uowm.gr))

**Nektaria Paleologou**, Associate Professor in Intercultural Education (tel. 23850 55110, email: nekpalaiologou@uowm.gr)

**Efthalia Konstantinidou**, Assistant Professor in Social Psychology (tel. 23850 55113, email: ekonstantinidou@uowm.gr)

**Stamatis Garagalianos**, Assistant Professor in Theatrical play and Education (tel. 23850 55119, e-mail: sgargalianos@uowm.gr)

**Kaliopi Vrinioti**, Assistant Professor in Comparative Education (tel. 23850 55127, e-mail: vrinioti@uowm.gr)

**Evaggelia Kalerante**, Assistant Professor in Educational Policy (tel. 23850 55120, e-mail: ekalerante@uowm.gr)

**Triantafyllos Kotopoulos**, Assistant Professor in Greek Literature (tel. 23850 55125, e-mail: tkotopou@uowm.gr)

**Ioannis Betsas**, Assistant Professor in History of Education (tel. 23850 55082, e-mail: impetsas@uowm.gr)

**Tharrenos Bratitsis**, Assistant Professor in Informatics emphasizing on Educational Software (tel. 23850 55090, e-mail: bratitsis@uowm.gr)

**Pinelopi Papadopoulou**, Assistant Professor in Biological Education (tel. 23850 55146, e-mail: ppapadopoulou@uowm.gr)

**Anastasia Stamou**, Assistant Professor in Sociolinguistics (tel. 23850 55116, e-mail: astamou@uowm.gr)

**Nikos Fotopoulos**, Assistant Professor in Sociology of cultural and educational practices (tel. 23850 55150, e-mail: nfotopoulos@uowm.gr)

**Konstantinos Christou**, Assistant Professor in Mathematics (tel. 23850 55158, e-mail: kchristou@uowm.gr)

*c) Special Scientific and Teaching Staff*

**Papageorgiou Efi**, Education for the Book (tel. 23850 55014, e-mail: epapageorgiou@uowm.gr)

**Klio Semoglou**, Physical Education (tel. 23850 55050, e-mail: ksemoglou@uowm.gr)

**Evdoxia Kotsalidou**, Teaching Methodology and Practice (tel. 23850 55142, e-mail: kdoxa@yahoo.gr)

*e) Special Technical and Scientific Staff*

**Georgios Semertzidis** (tel. 23850 55059, e-mail: gsemer@uowm.gr)

f) *Administrative staff*

**Eleni Fotiadou** (tel. 23850 55100, email: efotiadou@uowm.gr)

**Nikolaos Mironidis** (tel. 23850 55102, e-mail: nmironidis@uowm.gr)

**Konstantinos Efstathiadis** (tel. 23850 55101, email: kefthimiadis@uowm.gr)

*Research Committee:* Ilias Indos, tel. 23850 55150

g) *Staff of the Department of Primary Education who teach courses in our department*

**Georgios Iordanidis**, Assistant Professor in Educational Management (tel. 23850 55062, e-mail: giordanidis@uowm.gr)

h) *International Relations and Educational Programmes Office*

*Erasmus Administrative Co-ordinator*

Mrs. Christina Petaloti

Tel. +30 2461 0 56212

Email: erasmus@uowm.gr

### 7• Admission/registration procedures

Registration for the winter term in the Department is held between the 1<sup>st</sup> and 30<sup>th</sup> of September and for the Spring term between 1<sup>st</sup> and 31<sup>st</sup> of January. For Erasmus students registering for a shorter than a term time, registration will be held at the time of their arrival. However, previous acceptance of their study visit by the Departmental co-ordinator as well as completion of the learning agreement forms are prerequisites for the registration.

**Erasmus students** are regarded as home students. This means that they have the same obligations and rights as Greek students, that is:

- free registration and attendance in the School,
- a discount card for urban and trans-urban transportation,
- European card of health insurance and hospitalisation and medication free of charge,
- Low cost meals in the student's refectory,
- free accommodation in the university students' hall (in case there are vacancies).

### 8• Main university regulations (notably recognition procedures)

Basic prerequisite for Erasmus students is being students at relevant Educational Departments / Schools abroad. Students' performance is assessed with grades as follows: 9-10: excellent, 7-8: very good, 6: good, 5: lowest passing grade, 0-4: fail. The results of the exams are announced by the instructor and are forwarded to the secretary of the department in fifteen-day time since the date of the exam. Neither re-examining, nor revision is permitted. A re-sit examination is offered in case of failure of a great percentage of students (85%). For students attending educational programmes abroad – like Erasmus, the time of the programme corresponds to the time of studying at the specific semester in their home institutions. Their grades are valid after being modified according to the above mentioned marking scale.

#### 9• ECTS institutional co-ordinator

Name of Erasmus / ECTS Institutional Coordinator	Prof. Theodoros Hatzipantelis
Official title	Head of the International Relations and Educational Programmes Office
Contact Person	Mrs Christina Petaloti
Telephone (inc. country and area code)	+30-24610-56212
Address	Parko Agiou Dimitriou, 50 100 Kozani, Greece
Fax (inc. country and area code)	+30-24610-56303
E-mail address	erasmus@uowm.gr

## C. Information on degree programmes –General description

### 1. Qualification awarded

Department of Early Childhood Education

- a) 4 year Bachelor's degree
- b) Postgraduate Studies which lead to
  - Master's Degree in *Semiotics and Communication*
  - Master's Degree in *Creative Writing*
  - Master's Degree in *Teaching Modern Greek Language*
  - Master's Degree in *Bilingual Special Education*
- c) PhD degree

### 2. Admission requirements

Students, attending relevant Departments at Universities abroad, are encouraged to submit for their enrolment in the Erasmus programme at the Department of Early Childhood Education. To support incoming students from European countries to study in our department, we offer courses also in English, especially for the Erasmus incoming students.

### 3• Educational and professional goals

The Florina School of Education is constituted by two Departments, the Department of Primary Education and the Department of Early Childhood Education. The Department of Primary Education has been established since 1989 with the Presidential Decree No. 544 and had begun to operate as a branch of the Aristotle University of Thessaloniki since 1990-1991. The Department of Early Childhood Education and at the same time the School of Education have been established since 1993 with the Presidential Decree No. 99.

According to article 2 of the Presidential Decree No. 544/1989, the article 5 of the Presidential Decree No. 99/1993 and within the framework of the University's mission (article 1 of Law 1268/1982) the two Departments have as mission:

- to cultivate and promote the Sciences of Education by academic and applied teaching and research.
- to supply their graduates with the necessary theoretical and practical education for their scientific and professional careers and development.
- to contribute to the upgrading of standards and to the fulfilment of the educational needs in current pedagogical matters.

- to contribute to the confrontation and solution of pedagogical problems.

The two Departments should also contribute to the fulfilment of the need for continuous education and life- long learning. Graduates of the Department of Early Childhood education can work as educators in kindergartens.

#### 4• Access to post graduate studies

The graduates of the Department of Early Childhood Education can attend:

1) Postgraduate Studies in the Department of Early Childhood Education. Prospective candidates should hold a degree in Educational studies or in other relevant fields, from a Greek or foreign university. The duration of the studies is two years (four semesters) full time study. During the first three semesters students attend courses (attendance is compulsory) for which they receive a certain number of credits. Students choose the topic for their dissertation during the third semester in co-operation with a member of the Departmental staff which is appointed by the post-graduate committee for the supervision of their dissertation and which must be a specialist in the proposed topic.

2) Postgraduate studies in other Universities

The graduates of the Department of Early Childhood Education can apply for Master's degree in other relevant University departments in Greece or abroad.

3) Ph.D in the Department of Early Childhood Education

The Department awards also a Ph.D degree. Distinctive holders of an MA degree from the Department of Early Childhood Education or from other University Departments in Greece or abroad are enrolled as candidates. For every Ph.D student, the postgraduate committee appoints a three-member committee with one principal and two secondary supervisors whose research interests are within the area of the candidates' research project. Students are obliged to submit their thesis within ten (10) semesters after the date of registration. Otherwise they are dismissed from the programme.

#### 5• The Principles of Programme design and structure

The undergraduate programme of the Department of Early Childhood education has been designed to ascertain:



- the academic training of the graduates in order to confront critically their pedagogic and teaching work and to be able to proceed in autonomous research aimed at the production of new knowledge (kindergarten teacher-scientist) and
- their theoretical and practical education, in order to fulfil successfully and responsibly their pedagogic and teaching work (kindergarten teacher -professional).

To fulfil the requirements of the academic and the professional, the prospective kindergarten teacher needs to understand and familiarise with the basic concepts and theories of the sciences of education (pedagogic knowledge), to obtain specific academic and artistic knowledge necessary for the teaching of different subject areas (specialised knowledge), to acquire knowledge on teaching structured activities in kindergarten (teaching methodology) and to develop teaching skills and competencies (practical education). These competencies and knowledge base are acquired through the attendance and successful completion of both courses and teaching practice. Therefore the structure of the programme of studies includes compulsory or core courses (184 ECTS credits), optional courses and free choice courses (56 ECTS credits). Within the compulsory or core courses, the teaching practice of the students is included. Out of the 56 ECTS credits from the optional courses students can choose two courses (8 ECTS) from other Departments according to their special interests. The students have the option to undertake a Bachelor's degree dissertation which counts for 12 ECTS credits (3 optional courses). Eight semesters are needed in order to complete the official programme of studies.

## 6. The structure of the programme of studies

The programme of studies at the Department of Early Childhood Education includes semester courses, teaching practice and optional Bachelor's degree dissertation.

Courses are distinguished to a) compulsory and optional courses, b) introductory and advanced courses and c) according to their content, to one of the following subject areas: Research Methodology, History of education, Philosophy and philosophical foundations of education, Psychology and psychological foundations of education, Social Studies and Research in education, Special education, Pedagogy, Educational management, Greek language, Literature, History, Tradition and culture, Informatics, Mathematics, Environmental education, Sciences, Aesthetic education, Music education, Drama- Puppet theatre, Kinetic education, Paediatrics – Hygiene, Teaching methodology and training and Foreign language.

Below there is a list of all courses offered at the Department of Early Childhood Education.

First we write the code of the lesson (i.e. 0101), then its status (C: compulsory and O: optional).

### **0100 Research methodology**

- 0101 C - Research methods and techniques in the social sciences
- 0102 C - Descriptive statistics

### **0200 History of education**

- 0201 C - History of modern Greek education
- 0203 O - Contemporary Pedagogical Movements and Ideas
- 0204 O - Historical Development of Pre-school Education
- 0205 O - Microhistory and Education
- 0206 O - Issues in Educational History

### **0300 Philosophy and philosophical foundations of education**

- 0301 C - Introduction to philosophy
- 0302 C - Philosophy of education
- 0303 O - Political philosophy and education: Rhetoric- Communication
- 0304 O - Ethic, Politic and Social Philosophy of education

### **0400 Psychology and psychological foundations of education**

- 0401 C - Cognitive psychology
- 0402 C - Introduction to social psychology
- 0403 O - Psychology of motivation
- 0404 O - Educational psychology and child development
- 0405 O - Applications of cognitive psychology in education
- 0406 O - The study of education in social psychology
- 0407 O - The study of culture in social psychology
- 0408 O - The study of discourse in social psychology

### **0500 Social Studies and Research in Education**

- 0501 C - Introduction to the sociology of education
- 0518 C - Educational Policy
- 0519 C - Social Anthropology of Education and Research Applications
- 0517 O - Pre-school Education Sociology
- 0520 O - Introduction to Social Anthropology
- 0521 O - School Ethnographies
- 0503 O - Introduction to sociology
- 0513 O - Social and educational policies for the early childhood in the EU-countries
- 0511 O - Political Culture and Political Education
- 0507 O - Sociology of Culture
- 0516 O - Society and Life Long Learning: institutions, structures and policies

### **0600 Special education**

- 0601 C - Developmental psychopathology
- 0602 C - Psychology of special education
- 0603 O - Mental retardation
- 0604 O - Learning disabilities - Early intervention programmes

**0700 Pedagogy**

- 0701 C - Pre-school pedagogy
- 0702 C - Organization of the learning environment in kindergarten in a play context
- 0703 C - Pre-school education curricula - Teaching strategies
- 0704 C - Intercultural education and pedagogy
- 0722 C - Comparative Education
- 0713 O - Minorities, Migrants and Education
- 0715 O - Educational Policy and Rights
- 0716 O - Educational Policy and Gender
- 0720 O - Introduction to the Science of Education
- 0721 O - Transition from preschool to primary school and cooperation between the two institutions.

**0800 Educational management**

- 0802 C - Management and administration in education
- 0803 O - Quality Assurance, Entrepreneurship and Innovation in Education
- 0804 O - Educational evaluation
- 0805 O - Special issues of assurance of quality, entrepreneurship and innovation in education

**0900 Greek language**

- 0901 C - Introduction to general linguistics
- 0902 C - Diachronic and synchronic nature of the Greek language
- 0912 C - Sociolinguistics
- 0906 O - Language, Society and Education
- 0907 O - Language, Texts and Communication
- 0908 O - Critical Literacy

**1000 Literature**

- 1001 C - Greek literature I
- 1002 C - Greek literature II
- 1003 C - Children's literature
- 1006 O - Introduction to the history of the book
- 1007 O - Introduction to Book Arts
- 1008 O - Poetry for Children and Adults
- 1009 O - Modern Greek Literature and social marginalisation
- 1010 O - Creative Writing and Education

**1100 History**

- 1101 C - Modern Greek history
- 1102 O - Modern European history

**1200 Tradition and culture**

- 1201 C - Introduction to cultural studies
- 1202 O - Issues in history and culture

**1300 Informatics**

- 1301 C - Informatics principles
- 1302 C - Informatics applications in education
- 1303 O - New technologies and artistic creation

1304 O - Educational software development

#### **1400 Mathematics**

1401 C - Early Mathematical Concepts and Skills

1402 O - Developing the Number Concept

1403 O - Designing Learning Activities for Teaching Early Mathematical Concepts

1404 O - New Trends and Alternative Perspectives in Mathematics Education

#### **1500 Environmental education**

1501 C - Environmental education

#### **1600 Sciences**

1601 C - Science Concepts I and their representations

1602 C - Science Concepts II and their teaching

1603 O - Organizing visits in science and technology museums

1604 O - Pedagogical content knowledge of the science

1605 O - Concepts of Biology and their teaching

1606 O - Teaching Biology – Laboratories and workshops

#### **1700 Aesthetic education**

1701 C - Visual arts workshops

#### **1800 Music education**

1807 O - Children's songs and creative musical applications in pre-school age

1808 C - Comparative musical pedagogy

#### **1900 Drama- Puppet theatre**

1901 C - Theatre Games

1903 O - Theatre Education

1904 O - Organization of Theatre Plays

1905 O - Dramatization

#### **2000 Kinetic education**

2001 C - Kinetic-rhythmic education

2002 O - Developmental issues of kinetic dexterities

2003 O - Games and dance in early childhood education

2005 O - Measurement and evaluation of perceptual-motor abilities and skills

2006 O - Creativity in motion, dance and games

#### **2200 Teaching methodology and training**

2201 C - Teaching methodology in kinetic education

2202 C - Teaching methodology in social and political education

2209 C Teaching of plastic arts

2203 C - Training in teaching

2211 C - Teaching Methodology of Mother Tongue Language

2212 C - Teaching about environment in preschoolers

## 7. Course structure diagram with credits

### 1st semester

The 1<sup>st</sup> semester students are registered only in compulsory courses of **30** ECTS credits listed below.

Code number and course title	Course type	Tutor	ECTS credits
0101C. Research methods and techniques in the social sciences	C	Sofia Anastasiadou	4
0102C. Descriptive statistics	C	Sofia Anastasiadou	4
0701C. Pre-school pedagogy	C	Sofia Avgitidou	4
0901C. Introduction to general linguistics	C	Konstantinos Dinas	4
1001C. Greek literature I	C	Triantafyllos Kotopoulos	4
1301C. Informatics principles	C	Tharrenos Bratitsis	5
1601C. Science concepts I and their representations	C	Petros Kariotoglou	5
Total			30

### 2nd semester

The 2<sup>nd</sup> semester students are registered in compulsory courses of **22** ECTS credits and optional courses of **8** ECTS credits from the list below. Total **30 ECTS**.

Code number and course title	Course type	Tutor	ECTS credits
0201C. History of Modern Greek Education	C	Ioannis Betsas	4
0902C. Diachronic and synchronic nature of the Greek language	C	Konstantinos Dinas	4

1002C. Greek Literature II	C	Triantafyllos Kotopoulos	4
1701C. Plastic Arts Workshops	C	Post-Doctoral Student	5
2001C. Kinetic–rhythmic Education	C	Angeliki Tsapakidou	5
Optional course 1	O		4
Optional course 2	O		4
Total			30

### 3rd semester

The 3<sup>rd</sup> semester students are registered in compulsory course of **20** ECTS credits and optional courses of **8** ECTS credits from the list below. Total **28 ECTS**.

Code number and course title	Course type	Tutor	ECTS credits
0301C. Introduction to Philosophy	C	Sotiria Triantari	4
0401C. Cognitive Psychology	C	Anastasia Alevriadou	4
0518C. Political Education	C	Evaggelia Kalerante	4
0912C. Sociolinguistics	C	Anastasia Stamou	4
0702C. Organization of the learning environment in kindergarten in a play context	C	Sofia Avgitidou	4
Optional course 3	O		4
Optional course 4	O		4
Total			28

### 4th semester

The 4<sup>th</sup> semester students are registered in compulsory course of **22** ECTS credits and optional courses of **8** ECTS credits from the list below. Total **30 ECTS**.

Code number and course title	Course type	Tutor	ECTS credits
0402C. Introduction to social psychology	C	Efthalia Konstantinidou	4
0519C. Social Anthropology of Education and Research Applications	C	Domna Michail	4
0703C. Pre-school education curricula - Teaching strategies	C	Kalliope Vrinoti	4
1302C. Informatics applications in education	C	Tharrenos Bratitsis	5
1602C. Science concepts II and their teaching	C	Petros Kariotoglou	5
Optional course 5	O		4
Optional course 6	O		4
Total			30

#### 5th semester

The 5<sup>th</sup> semester students are registered in compulsory course of **26** ECTS credits and optional courses of **4** ECTS credits from the list below. Total **30 ECTS**.

Code number and course title	Course type	Tutor	ECTS credits
0601C. Developmental psychopathology	C	Anastasia Alevriadou	4
0722C. Comparative education	C	Kalliope Vrinoti	4
1901C. Theatre Games	C	Stamatis Gargalianos	4
2201C. Teaching methodology in kinetic education	C	Angeliki Tsapakidou	5

2209C. Teaching of plastic arts <b>or</b> 2211C. Teaching methodology of mother tongue language	C	Dimitrios Mpessas <b>or</b> Konstantinos Ntinis	5
1401C. Early Mathematical Concepts and Skills	C	Konstantinos Christou	4
Optional course 7	O		4
Total			30

#### 6th semester

The 6<sup>th</sup> semester students are registered in compulsory courses of **22** ECTS credits and optional courses **8** ECTS credits from the list below. Total **30 ECTS**.

Code number and course title	Course type	Tutor	ECTS credits
0302C. Philosophy of education	C	Sotiria Triantari	4
0602C. Psychology of special education	C	Anastasia Alevriadou	5
2202C. Teaching methodology in social and political education	C	Sofia Avgitidou	4
2211C. Teaching methodology of mother tongue language <b>or</b> 2212C. Teaching about environment in preschoolers	C	Konstantinos Dinas <b>or</b> Penelope Papadopoulou	5
1808C. Cognitive musical pedagogy	C	Post-Doctoral Student	4
Optional course 8	O		4
Optional course 9	O		4



Total			30
-------	--	--	----

### 7th semester

The 7<sup>th</sup> semester students are registered in compulsory courses of 30 ECTS credits or if they do not take their practice in this semester **12** ECTS from compulsory and **20** ECTS from optional credits from the list below. Total **30 or 32 ECTS**.

Code number and course title	Course type	Tutor	ECTS credits
0704C. Intercultural education and pedagogy	C	Domna Michail	4
1101C.Modern Greek History	C	Ifigeneia Vamvakidou	4
0501C. Introduction in Sociology of Education	C	Nikos Fotopoulos	4
2203C. Training in Teaching*	C	Sofia Avgitidou	18
Total			30

or

Code number and course title	Course type	Tutor	ECTS credits
0704C. Intercultural education and pedagogy	C	Domna Michail	4
1101C.Modern Greek History	C	Ifigeneia Vamvakidou	4
0501C. Introduction in Sociology of Education	C	Nikos Fotopoulos	4
Optional course 10	O		4
Optional course 11	O		4
Optional course 12	O		4
Optional course 13	O		4
Optional course 14	O		4
Total			32

8th semester

The 8<sup>th</sup> semester students are registered in compulsory courses of 30 ECTS credits or if they do not take their practice in this semester **12** ECTS from compulsory and **20** ECTS from optional credits from the list below. Total **30 or 32 ECTS**.

Code number and course title	Course type	Tutor	ECTS credits
1003C. Children's literature	C	Triantafyllos Kotopoulos	4
1501C. Environmental education	C	Penelope Papadopoulou	4
1201C. Introduction in cultural studies	C	Ifigeneia Vamvakidou	4
Optional Course 10	O		4
Optional Course 11	O		4
Optional Course 12	O		4
Optional Course 13	O		4
Optional Course 14	O		4
Total			32

or

Code number and course title	Course type	Tutor	ECTS credits
1003C. Children's literature	C	Triantafyllos Kotopoulos	4
1501C. Environmental education	C	Penelope Papadopoulou	4
1201C. Introduction in cultural studies	C	Ifigeneia Vamvakidou	4
2202C. Training in teaching*	C	Kalliope Vrinioti	18
Total			30

Table of ECTS credits for each course type and semester.

Semester	Compulsory courses	ECTS credits	Optional courses	ECTS credits	ECTS credits total for each semester
1 <sup>st</sup>	7	30	-	-	30
2 <sup>nd</sup>	5	22	2	8	30
3 <sup>rd</sup>	5	20	2	8	28
4 <sup>th</sup>	5	22	2	8	30
5 <sup>th</sup>	6	26	1	4	30
6 <sup>th</sup>	5	22	2	8	30
7 <sup>th</sup>	3 or 3+ practice	12 or 30	5 or 0	20 or 0	32 or 30
8 <sup>th</sup>	3+practice or 3	30 or 12	0 or 5	0 or 20	30 or 32
Total	40	184	14	56	240

## 8• Examination and assessment regulations

Students have to attend eight (8) semesters successfully in order to get a Bachelor's degree.

The examinations are held three times during the academic year: in January/February, in June and in September.

Institutional grading scale:

Students' performance is assessed with grades. Every course or the dissertation is marked with whole or half units. The marking scale ranges from 0-4:fail, 5:lowest passing grade, 6: good, 7-8:very good and 9-10: excellent. The exams results re announced by the instructor and are forwarded to the secretary of the department in fifteen days time since the date of the exams.

**9• ECTS departmental co-ordinator**

The European Programmes / ECTS Department co-ordinator is:

Sofia Avgitidou

Professor in Early Childhood Education

University of Western Macedonia

Department of Early Childhood Education

P.O. Box 21

53 100 Florina

Greece

tel: +30 23850 55083

email: saugitidoy@uowm.gr

## C. Description of individual course units

### 1. COMPULSORY COURSES

#### **0100. Research methodology**

*Course title:* **Research methods and techniques in the social sciences**

*Code number:* 0101C

*Tutor:* Sofia Anastasiadou, Associate Professor in Statistics and educational research

*ECTS credits:* 4

*Course type:* Compulsory

*Course level:* Basic

*Year of studies:* 1st

*Semester:* 1st

*Course content:*

#### *I. Theoretical part:*

The research procedure in social research. Research methods: Observation, biographical historical, interview, analysis and questionnaire. Applications in educational matters.

Sample methods. Collection, elaboration and data analysis. Measurement problems (reliability, validity). Collection, elaboration, data analysis and interpretation.

#### *II. Practical part: Conducting research*

*Teaching methods:* Lectures

*Student workload:* 100 hours

Lectures: 36 hours

Individual research and study (library and Internet research): 24 hours

Examinations preparation: 40 hours

*Expected learning outcomes:* The course aims to introduce students with the basic meanings of research in order to organize research connected with the educational processes and policy.

*Assessment methods:* Essays or exams or combination of the two.

*Teaching language:* Greek

*Suggested reading*

Cohen, L. (1994) *Educational research methodology*. Athens: Metaixmio.

Zafiroopoulos K. 2005. *How a scientific research is done?* Athens: Kritiki.

Filias B. (2003) *Introduction to the methodology and techniques of social research*. Athens: Gutenberg.

*Course title:* **Descriptive statistics**

*Code number:* 0102C

*Tutor:* Sofia Anastasiadou, Associate Professor in Statistics and educational research

*ECTS credits:* 4

*Course type:* Compulsory

*Course level:* Introductory and basic

*Year of studies:* 1st

*Semester:* 1st

*Course content:*

*I. Theoretical part:*

Collection, classification and presentation of statistical data. Theoretical allocations. Tendency measures, variance measures, regression, correlation.

*II. Practical Part:*

Statistical analysis of data with the help of the Excel.

*Teaching methods:* Lectures and laboratory of computing

*Student workload:* 100 hours

Lectures: 36 hours

Individual research and study (library and Internet research): 12 hours

Preparation for individual and group exercises: 12 hours

Examinations preparation: 40 hours

*Expected learning outcomes:* The aim of the course is students' introduction with the basic meanings of descriptive statistics and data analysis. Additionally, the course scope is the initial elaboration, analysis and presentation of statistical data of an educational research with the help of Excel.

*Assessment methods:* Essays or examinations or combination of the two

*Teaching language:* Greek

*Suggested reading:*

Gialamas, B. (2005) *Statistical techniques and applications in the sciences of education* [in Greek]. Athens: Patakis.

Zairis, E.P. (2005) *Statistical methodology* [in Greek]. Athens: Kritiki.

- Karagiorgos, D. (2001) *Statistics: Descriptive & inductive* [in Greek]. Athens: Savvalas.
- Papadimitriou, I. (2005) *Descriptive statistics* [in Greek]. Athens: Dardanos.
- Rousos, L.P. & Tsaousis, G. () *Applied statistics in social science* [in Greek]. Athens: Ellinika Grammata.

## **0200. History of education**

*Course title:* **History of Modern Greek Education**

*Code number:* 0201C

*Tutor:* Betsas Ioannis, Assistant Professor

*ECTS credits:* 4

*Course type:* Compulsory

*Course level:* Introductory

*Year of studies:* 1st

*Semester:* 2nd

*Course content:* The course presents the structure and development of the Greek educational system, its institutional infrastructure, the reforms, the education of teachers and the teaching profession, the development of curricula. It, also, analyzes the conditions of foundation and operation of preschool education in Greece, basic pedagogic and social parameters that determined the development of kindergarten in Modern Greek education.

*Teaching methods:* Lectures and individual work (research, reading and writing)

*Student workload:* 100 hours

Lectures: 36 hours.

Student preparation: 26 hours

Data collection: 10 hours

Supervision & assessment: 4 hours

Preparation for the examinations: 24 hours

*Expected learning outcomes:* Students are expected to be informed about historical development of Modern Greek education and to be able to analyze certain pedagogic choices in their social and political context.

*Assessment methods:* Essays and written examinations

*Teaching language:* Greek

*Suggested reading*

Bouzakis, S. (2012) *Panorama of History of Education* [in Greek]. Athens: Gutenberg.

Kyprianos, P. (2004) *Comparative history of Greek education* [in Greek]. Athens: Vivliorama.

**0300. Philosophy and philosophical foundations of education**

Course title: **Introduction to philosophy**

Code number: 0301C

Tutor: Sotiria Triantari, Associate Professor Greek Ancient and Byzantine Philosophy of Education.

ECTS credits: 4

Course type: Compulsory

Course level: Introductory

Year of studies: 2nd

Semester: 3rd

Course content: Reference is made to the concepts, theories, philosophical currents and philosophers as spokespersons and adherents of philosophical systems in the course of centuries.

Teaching methods: Lectures and essay writing

Student workload: 120 hours

Lectures: 30 hours

Preparation for lectures: 20 hours

Individual work: 20 hours

Tutorials: 15 hours

Preparation for essay writing (assessment): 20 hours

Visits to kindergarten classrooms: 15 hours

Expected learning outcomes: Students are expected to understand satisfactorily the importance of philosophy, its periods, philosophical currents, the course of philosophy of education as well as of other philosophical fields, such as logic, rhetoric, language, aesthetics, politics, metaphysics.

Assessment methods: Essay writing

Teaching language: Greek and German

Suggested reading

Guthrie, W.K.C. (1967-1975) *History of Greek philosophy*. 5 Vols. Cambridge: Cambridge University Press.

Georgoulis, K.D. (1975) *History of Greece Philosophy*. Athens: Papadimas.

Sahakian, W. (1979) *History of Philosophy*. Trans. Ch. Malevitsis. Athens: Ch. Aggelis.

Triantari, S. A. (2005) *History of Philosophy. Vol. A. From Antiquity up to the Middle Ages*. Thessaloniki: Ant. Stamoulis.

Triantari, S. A. (2005) *History of Philosophy. Vol. B. From the end of the Middle Ages up to the*



21<sup>st</sup> century. Thessaloniki: Ant. Stamoulis.

Barker, E. (1961) *Social and Political Thought in Byzantium*. Oxford: [s.n.].

*Course title:* **Philosophy of education**

*Code number:* 0302C

*Tutor:* Sotiria Triantari, Associate Professor in Greek Ancient and Byzantine Philosophy of education

*ECTS credits:* 4

*Course type:* Compulsory

*Course level:* Introductory

*Year of studies:* 3rd

*Semester:* 6th

*Course content:* Reference is made to the directions of philosophical reflection and their relations to the education. Interpretation of basic concepts, such as: education-socialization-ethics-dogmatism. The importance of philosophy of language and logic for education. Pointing out of the fundamental educational positions in Antiquity, Byzantium and modern Greek philosophy. Humanitarian education and questions of the practical philosophy of education.

*Teaching methods:* Lectures and essay writing

*Student workload:* 120 hours

Lectures: 30 hours

Preparation for lectures: 20 hours

Individual work: 20hours

Tutorials: 15 hours

Preparation for essay writing (assessment): 20 hours

Visits to kindergarten classrooms: 15 hours

*Expected learning outcomes:* Students are expected to grasp satisfactorily the relation education has with philosophy of language, logic and the Oratory, as well as its relation with humanitarian ideals, ethics. Also they will deepen their knowledge in the role of instructor and the educated, with pictures and comments from the history of education.

*Assessment methods:* Essay writing

*Teaching language:* Greek and German

*Suggested reading*

Peters, R.S. (Ed.) (1973) *The philosophy of education*. Oxford: Oxford University Press.

Triantari, S. A. (2012) *Rhetoric of Aristotle in "Lifelong Education"*. Germany: Lambert Academic Publishing (LAP).

Triantari, S. A. (2012) *The philosophy of Pragmatism in Education. Update of Dewey's study "Democracy and Education"*. Translation: Ilektra Nikolaidou. Thessaloniki: Antonis Stamoulis.

Anton, P. (2005) *American Naturalism and Greek Philosophy*. New York: Hummanity Books, John Glenn Drive Amherst.

#### **0400. Psychology and psychological foundations of education**

*Course title:* **Cognitive psychology**

*Code number:* 0401C

*Tutor:* Georgia Stephanou, Associate Professor in Cognitive Psychology

*ECTS credits:* 5

*Course type:* Compulsory

*Course level:* Introductory

*Year of studies:* 2nd

*Semester:* 3rd

*Course content:* Definitions, main concepts and research methods in cognitive psychology; biological basis of cognitive processes. Perception, encoding, and retrieval processes; attention; memory; language; forgetfulness; decision making; problem solving; achievement performance.

*Teaching methods:* Lectures, essay writing, tutorials, individual work (reading and writing, internet search for bibliography)

*Student workload:* 120 hours

Lectures: 36 hours

Tutorial: 10 hours

Preparation for lectures: 10 hours

Individual work (reading and writing, library search, internet search for bibliography): 24 hours

Preparation for essays: 10

Preparation for exams: 30 hours

*Expected learning outcomes:* Students are expected to understand the basic concepts and principles of cognitive psychology and apply them to educational practice.

*Assessment methods:* Short essays and final written examinations

*Teaching language:* Greek and English

*Suggested reading*

Calota, D.A., & Marsh, E.J. (2005) *Cognitive Psychology*. New York: Psychology Press.

Bruning, R.H., Schraw, G.J., & Running, R.R. (1999) *Cognitive psychology and instruction*. Upper Saddle River, NJ: Prentice Hall.

Eysenck, M.W. & Keane, M.T. (2005) *Cognitive psychology: A students' handbook*. London: Psychology Press.

Hayes, N. (1994) *Foundations of psychology: An introductory text*. London: Routledge.

Kostaridou-Efkides, A. (1992). *Cognitive psychology* [in Greek]. Thessaloniki: Art of Text.

*Course title:* **Introduction to social psychology**

*Code number:* 0402 C

*Tutor:* Efthalia Konstantinidou, Assistant Professor in Social Psychology, Department of Preschool Education, University of Western Macedonia (Florina, Greece)

*ECTS credits:* 4

*Course type:* Compulsory

*Course level:* Introductory

*Year:* 2nd

*Semester:* 4th

*Content:* The course aims at presenting some of the major research traditions in social psychology. First, the history of social psychology, its research methods and its relations to the other social sciences, especially sociology are briefly discussed. Then the major research topics in behavioural and cognitive experimental social psychology, such as social cognition and person perception, social attribution, attitudes, social influence and obedience to authority, group processes and intergroup relations, and social representations are examined. Finally, these traditions are briefly discussed in comparison with social neuropsychology, sociological social psychology and discursive social psychology, in relation to the ways human life is understood in their context.

*Methods of teaching:* Lectures, tutorials and essay writing

*Description of workload*

Lectures: 36 hours

Tutorials: 10 hours

Preparation for tutorials: 10 hours

Individual research & study: 24 hours

Preparation for examinations: 40 hours

Total workload in hours: 120

*Learning outcomes:* Students are expected to become familiar with some of the major research

traditions in social psychology, their methods and relations to the other social sciences.

*Methods of assessment:* Written examinations and short essays

*Teaching language:* Greek and English

*Suggested reading:*

Hogg, M.A. & Vaughan, G.M. (2011) *Social psychology: An introduction*. 6<sup>th</sup> ed. Hemel Hempstead: Prentice Hall/Harvester Wheatsheaf.

#### **0500. Social studies and research in education**

*Course title:* **Introduction to the sociology of education**

*Code number:* 0501C

*Tutor:* Nikos Fotopoulos, Assistant Professor in Sociology of school and educational practice

*ECTS credits:* 4

*Course type:* Compulsory

*Course level:* Introductory

*Year of studies:* 3rd

*Semester:* 5th

*Course content:* Socialization (theory, process, phases, agents), education as a social phenomenon, analysis of the educational processes at the macro- and micro-sociological levels.

*Teaching methods:* Lectures and individual work (research, reading and writing)

*Student workload:* 120 hours

Lectures: 44 hours

Individual work: 36 hours

Preparation for essay writing (assessment): 40 hours

*Expected learning outcomes:* Students are expected to become familiar with some basic sociological theories, especially with those, which are associated with or refer to education. Moreover they are expected to understand the social role of school and to become familiar with the main sociological theories concerning education.

*Assessment methods:* Oral examinations and /or research essays

*Teaching language:* Greek

*Suggested reading:*

Kaltsouni - Nova. Chr. (2010) *Sociology of Education*, [in Greek]. Athens: Gutenberg

Kyridis, A. (1999) *Educational inequality* [in Greek]. Thessaloniki: Kyriakidis Bros

*Course title:* **Social Anthropology of Education and Research Applications**

*Code number:* 0519C

*Tutor:* Domna Michail, Associate Professor in Social Anthropology, Early Childhood Education Department

*ECTS credits:* 4

*Course type:* Compulsory

*Course level:* Advanced.

*Year of studies:* 2nd

*Semester:* 4th

*Course content:* The course focuses on school ethnography and ethnographic research. Specifically it examines the contribution of the Anthropology of Education to the educational research and practice including the methodology of participant observation, fieldwork, interviewing, focus groups selection, narrative ethnography, data collection and data analysis, case studies etc. It is a seminar-research course and the students undertake the organization and carrying out of a research project as a group.

*Teaching methods:* Tutorials

*Preparation for tutorials:* 90 hours

*Individual research & study:* 34 hours

*Preparation for final project presentation:* 20 hours

*Expected learning outcomes:* Students are expected to elaborate on school ethnographic research, methodology, methodology limitations and obtain through their participation in an ethnographic research project, the experience to approach and communicate with certain target groups. The students can formulate research questions, design qualitative/quantitative or mixed research instruments, carry out their research project and analyze their findings.

*Assessment methods:* Research project

*Teaching language:* Greek and English

*Suggested reading:*

Ιωσηφίδης, Θ. & Σπυριδάκης, Μ. (2006) *Ποιοτική κοινωνική έρευνα: Μεθοδολογικές προσεγγίσεις και ανάλυση δεδομένων*. Αθήνα: Κριτική.

Cohen, L. & Manion, L. (1997) *Μεθοδολογία εκπαιδευτικής έρευνας*. Αθήνα: Έκφραση.

Μιχαήλ, Δ. (2010) «Η στάση των Αλβανών Μεταναστών γονέων απέναντι στο Ελληνικό Νηπιαγωγείο: Ζητήματα ταυτότητας, γλώσσας και στρατηγικές ενσωμάτωσης». *Βήμα των Κοινωνικών Επιστημών*, 57:219-243.

Μιχαήλ, Δ. (2010) «Γλωσσική διατήρηση/μετατόπιση στην δεύτερη γενιά Αλβανών μεταναστών στην Ελλάδα: Κοινωνική ενσωμάτωση και κινητικότητα». *Εθνολογία*, 14:207-214.

Anastasiou, D., & Michail, D. (2013) “Exploring discordance between self-efficacy and writing performance among low-literate adult students”. *Learning Disabilities: A Contemporary Journal*, 11(1): 53-87.

Michail, D. & Stamou A. (2009) “Preprimary teachers’ discourses about immigrant children’s identity construction”. In Palaiologou N. (ed) *Intercultural Education: Paideia, Polity, Demoi*. Cd-rom Proceedings of the International Conference of the International Association for Intercultural Education (IAIE) and the Hellenic Migration Policy Institute (IMEPO). ISBN: 978-960-98897-0-4 (GR) & ISBN/EAN: 978-90-814411-1-7 (NL). Athens 2009.

Μιχαήλ, Δ. (2003). “Ζητήματα γλώσσας στους Πομάκους της Δ. Θράκης: Πολιτικές και Κοινωνικές Διαστάσεις”. *Μακεδόν*, Περιοδική Επιστημονική Έκδοση της Παιδαγωγικής Σχολής Φλώρινας του Α.Π.Θ., τεύχος 11.

Χατζηδάκη, Α. (2005) «Μοντέλα διγλωσσικής συμπεριφοράς σε οικογένειες Αλβανών μαθητών: δεδομένα από εμπειρική έρευνα». Στο Α. Χατζηδάκη (επιμ.) *Δίγλωσσοι μαθητές στα ελληνικά σχολεία: διδακτικές παρεμβάσεις και θεωρητικά ζητήματα* (Θεματικό τεύχος για το 2005 του περιοδικού *Επιστήμες Αγωγής*, σς. 79-102.

Michail, D. (2013) “Social development and transnational households: resilience and motivation for Albanian immigrants in Greece in the era of economic crisis”, *Journal of Southern European and Black Sea Studies*, 13 (2): 265-279.

Michail, D. & Gogonas, N. (2012), “Albanian immigrants’ perceptions of citizenship, ethnicity and social inclusion: Results from an empirical study in Greece”, in in N. Palaiologou and G. Dietz (eds) *Mapping the broad field of Intercultural/Multicultural Education worldwide. Towards the construction of the new Citizen*. Newcastle-upon-Tyne: Cambridge Scholars Publishing.

*Course title:* **Educational Policy**

*Code number:* 0518C

*Tutor:* Evaggelia Kalerante, Assistant Professor of Educational Policy

*ECTS credits:* 4

*Course type:* Compulsory

*Course level:* Introductory

*Year of studies:* 2nd

*Semester:* 3st

*Course content:* The Lesson effects on exemplification of terms, concepts and systems, so that educational policy may be clarified as it is shaped within its relationship with the state, the economy and society at a national and International level. The reforms foundation in connection

with broader international policies regarding the society of knowledge and technologies, the globalization of markets and perpetual education is analyzed.

*Teaching methods:* Lectures, seminars, small individual or group works,

*Student workload:* 150 hours

Lectures: 36 hours

Tutorials: 10 hours

Individual study and research (literature searching, searching in the internet): 10 hours

Field work Composition of the final work: 20 hours

Preparation for final examinations: 36 hours

*Expected learning outcomes:* Learning expectations have to do with the comprehension of educational policy development mechanisms and design organization as well as the correlation between educational policy with political sciences and sociology, together with current educational theory regarding teaching and the challenges presented in the lives of individuals in post-modern societies.

*Assessment methods:* Oral exams

*Teaching language:* Greek and English

*Suggested reading:*

Gravaris, D. (2005). Education and educational policy in the service of state and Market. [in Greek]. Athens: Sabalas

Kontogiannopoulou-Polidoridi, G. (2003). Educational policy and practical sociological analysis. [in Greek]. Athens: Ellinika Grammata

Askenazy, P. & Cohen D. (2009). Today's economy. [translated in Greek]. Athens: Polis.

Martinussen J. (2007). Society, State and Market. [translated in Greek]. Athens: Sabalas

### ***0600. Special education***

*Course title:* **Developmental psychopathology**

*Code number:* 0601 C

*Tutor:* Anastasia Alevriadou, Associate Professor in Special Education

*ECTS credits:* 4

*Course type:* Compulsory

*Course level:* Basic. The course in Developmental psychology is a prerequisite.

*Year of studies:* 3rd

*Semester:* 5th

*Course content:* A historical approach of psychological disorders in children. Research findings in developmental psychopathology. Taxonomic systems of psychological disorders. Diagnosis and therapy of psychological disorders. The role of biology, the school environment and of the cultural context in developmental psych op psychopathology. Minorities and psychopathology. Attention deficit-hyperactivity disorder. Mood and anxiety disorders. Depression. Sex disorders. Tic disorders (Tourette syndrome).

*Student workload:* 100 hours

Lectures: 36 hours

Case studies presentations: 10 hours

Individual work (library search, internet search for bibliography): 24 hours

Preparation for exams: 30 hours

*Expected learning outcomes:* Students are expected to grasp satisfactorily the meaning of developmental psychopathology both in theoretical and research terms. The interest in psychopathology is not restricted only on the child and its family but focused both on interpersonal issues and on the role of the cultural context. Students aim to learn about the pathology of behavior in a developmental context. Issues about diagnosis and therapy of psychological disorders are presented.

*Assessment methods:* Written examinations

*Teaching language:* Greek

*Suggested reading:*

Kakouros, E. & Maniadaki, K. (2002). Psychopathology of children and adolescents: A developmental approach. Athens: Tipothito-Dardanos. (in Greek)

Sameroff, A. J., Lewis, M., & Miller, S.M. (2000). *Handbook of developmental psychopathology*. New York: Kluwer Academic/ Plenum Publishers.

Wilmshurst L. (2011). Developmenatal Psychopathology: A developmental approach. Athens: Gutenberg. (in Greek)

*Course title:* **Psychology of Special Education**

*Code number:* 0602 C

*Tutor:* Anastasia Alevriadou, Associate Professor in Special education

*ECTS credits:* 5

*Course type:* Compulsory

*Course level:* Basic

*Year of studies:* 3rd

*Semester:* 6th



*Course content:* The history of special education in Greece and abroad. The concept of inclusive education. Inclusive education programmes in Europe and in the USA. Characteristics and cognitive profiles of mentally retarded, blind, deaf and autistic children. Intervention programmes for infants and children with Kinetic, intellectual and sensory and behavioral disabilities. Early intervention.

*Student workload:* 110 hours

Lectures: 36 hours

Individual work (library search, internet search for bibliography): 34 hours

Preparation for exams: 40 hours

*Expected learning outcomes:* Students are expected to grasp satisfactory the meaning of special education both in theoretical and research terms. The transition of special to inclusive education is introduced. Students also learn the history of special education in Greece and abroad. Inclusive programs for toddlers and children with motoric, intellectual, sensory and behavioral disabilities are presented.

*Assessment methods:* Written examination

*Teaching language:* Greek

*Suggested reading:*

*Heward, W. (2011). Children with special needs. An introduction to Special Education. Athens: Topos.(in Greek)*

*Padeliadu S., & Argiropoulos, V. (2011). Special Education. From research to teaching. Athens: Pedio (in Greek)*

*Polychronopoulou, S. (2011) Children and adolescents with special needs. Athens: Zacharogeorga. (In Greek)*

## **0700. Pedagogy**

*Course title:* **Pre-school pedagogy**

*Code number:* 0701C

*Tutor:* Sofia Avgitidou, Professor in Early childhood pedagogy

*ECTS credits:* 4

*Course type:* Compulsory

*Course level:* Introductory

*Year of studies:* 1st

*Semester:* 1st

*Course content:* Pre-school education as a science: concept, subject, basic concepts, relations with other sciences, research methods. Representations of childhood in the modern social world. Goals of pre-school education. Project method. Reggio Emilia. Constructivist theories of

learning. Multiple intelligencies (H. Gardner). Kindergarten teacher's initial teacher education programmes. All day kindergarten.

*Teaching methods:* Lectures, short individual and group essays, projection of video-recorded episodes from classroom practice, tutorials in small groups.

*Student workload:* 120 hours

Lectures: 36 hours

Tutorials: 10 hours

Preparation for individual or group essays: 10 hours

Individual research and study: 24 hours

Preparation for exams: 40 hours

*Expected learning outcomes:* Students will achieve sufficient knowledge of pre-school education as a science, its relation to other disciplines and the research methods it uses. They will be able to identify educational goals in relation to their historical – cultural and social context and problematize childhood as a static social category. Finally, they will be aware of the discussions concerning the quality of early childhood education and other current issues of early childhood education.

*Assessment methods:* Written exams, short essays.

*Teaching language:* Greek and English

*Suggested reading:*

Kitsaras, G. (2004) *Pre-school education* [in Greek]. Athens: Author's publication.

Ntoliopoulou, El. (2000) *Current trends in early childhood education* [in Greek]. Athens: Tipothito – Giorgos Dardanos.

Pantazis, P. (2005) *Pre-school education* [in Greek]. Athens: Atrapos.

*Course title:* **Organization of the learning environment within the framework of play**

*Code number:* 0702C

*Tutor:* Sofia Avgitidou, Professor in Early childhood pedagogy

*ECTS Credits:* 5

*Course type:* Compulsory

*Course level:* Introductory and basic

*Year of studies:* 2nd

*Semester:* 3rd

*Course content:* The course specifies the significance of the learning environment and the influence of play on young children. Next, it examines the way in which children develop and

learn and concludes in the creation of an appropriate environment, which reflects culture, favours cooperation in groups and guarantees the happiness of each child and of the group. It discusses propositions and techniques concerning the types, equipment, and function of modern learning centres. Last it exemplifies how play pedagogy can enhance children's learning.

*Teaching methods:* Lectures, group work, projection of video-recorded play episodes.

*Student workload:* 125 hours

Lectures: 36 hours

Supervision: 5 hours

Group work: 10 hours

Preparation for individual and group exercises: 10 hours

Individual research and study: 24 hours

Preparation for the examinations: 40 hours

*Expected learning outcomes:* Students will familiarize themselves with ways which are considered useful for the organization of a kindergarten, where the cooperative approach to learning will be supported and opportunities for research and discovery will be offered. Additionally, students will get acquainted with ways of observing, listening to children attentively and recording their ideas. These records will provide them with invaluable information for the design of their educational work. Last, they will be familiar with various ways to promote children's play and interactions in relation to learning and development.

*Assessment methods:* Written examinations and assignments

*Suggested reading:*

Avgitidou, S. (2001) (ed.). *Play: Current research and pedagogical approaches*. Athens: Tipothito – Giorgos Dardanos.

Edwards, C., Gandini, L. Forman, G. (2000) *Reggio Emilia: The thousand languages of pre-school children* [in Greek]. Athens: Patakis.

Germanos, D. (2002). *The walls of knowledge. Scholar space and education* [in Greek]. Athens: Gutenberg.

Sivropoulou, R. (1997). *Space organization and design (in kindergarten) in a play context* [in Greek].

*Course title:* **Early Childhood Education and Care Curricula (ECEC): strategies of co-construction of activities in formal and non-formal learning environments**

*Code:* 0703C

*Tutor:* Kalliope Vrinoti, Assistant Professor in Comparative Education, Department of Preschool Education, University of Western Macedonia (Florina, Greece)

*ECTS:* 4

*Course type:* Compulsory

*Course level:* Advanced

*Year of studies:* 2nd

*Semester:* 4th

*Content:* In this course the internationally best known early childhood curricula and pedagogical approaches (classical and modern) will be critically discussed and compared. Emphasis will be put on specific dimensions, in which they differ from each other such as (a) the “concept of the child”, (b) the role of the educator, (c) learning environment, (d) the relation between preschool and family, (e) the relation between preschool and primary school. A main subject of the course will be the confrontation concerning the institutionalization of an obligatory curriculum of preschool education and care with special focusing on the currently valid Greek curriculum as well as that, which is introduced as a pilot curriculum. A main subject of analysis and critical discussion will be the application strategies of the curricula which have as their starting point the co-construction (social constructivism).

*Expected learning outcomes:* The learning outcomes shall be the development of competences for critical reflection about the curricula of the early education tradition as well as of the social pedagogy tradition, which shall result in the ability to co-construct knowledge in formal and non-formal environments of interaction and learning.

*Assessment methods:* Written examinations and short essays.

*Teaching Language:* Greek and German

*Suggested reading:* Roopnarine, J. & Johnson, J. (2006). Approaches to Early Childhood Education (in Greek). Athens: Papazisis.

*Course title:* **Intercultural education and pedagogy**

*Code number:* 0704C

*Tutor:* (for the academic years 2010-11, 2011-12, 2013-14) Domna Michail, Associate Professor in Social Anthropology, Early Childhood Education Department

*ECTS credits:* 5

*Course type:* Compulsory

*Course level:* Introductory and Second level (combined)

*Year of studies:* 4th

*Semester:* 8th

*Course content:* The module includes the following sections: Immigrant and repatriated people and students. Culture and civilization. Intercultural, multicultural and antiracist education. Racism, xenophobia, stereotypes, prejudice and discrimination in education, citizenship and nationality. Educational measures and policies for repatriated and immigrant students in Greece and other European Countries. Multicultural Education in USA and Australia. Teaching methods in a multicultural classroom. Educational policies in multicultural contexts.

*Learning objects:* Students' familiarization with the terms 'interculturalism', 'multiculturalism' represented by immigrant, repatriated, Roma and minority students in the Greek educational system since late 1980s until today. Moreover, students' training on teaching methods and pedagogical approaches appropriate for managing diversity within the school environment.

*Teaching methods:* Lectures, assignments, tutorials, individual work (assignment, internet searching for bibliography)

*Student workload:* 125 hours

*Lectures:* 36 hours

*Tutorials:* 15 hours

*Preparation for individual or group essays:* 10 hours

*Individual research and study:* 24 hours

*Preparation for exams:* 40 hours

*Expected learning outcomes:* Students' familiarization with the terms 'interculturalism', 'multiculturalism' represented by immigrant, repatriated, Roma and minority students in the Greek educational system since late 1980s. The acquisition by students of a modern view on various pedagogical problems in a modern intercultural approach. Also, this course can contribute to the decrease of biases and stereotypes that, unfortunately, often face the aforementioned teams at all levels of education.

*Assessment methods:* Written exams.

*Teaching language:* Greek and English

*Suggested reading:*

Palaiologou, N., Evangelou, O. (2012). *Second Generation Immigrant students: Inclusion and School Attainments* [in Greek]. Athens: Pedio.

Palaiologou, N., Evangelou, O. (2011). *Intercultural pedagogy* [in Greek]. Athens: Pedio.

Banks, J. (2012). *Diversity and Citizenship Education. Global Perspectives*. Translated and Edited in Greek language by Palaiologou Nektaria. Athens: Pedio.

*Course title:* **Comparative Education**

*Code:* 0722C

*Tutor:* Kalliope Vrinoti, Assistant Professor in Comparative Education, Department of Preschool Education, University of Western Macedonia (Florina, Greece)

*ECTS credits:* 4

*Course type:* Compulsory

*Course level:* Introductory

*Year of studies:* 3rd

*Semester:* 5th

*Content:* Basic concepts, subject and method of a comparative analysis of education. The main paradigms of a comparative analysis of education are presented whereas a significant theme of the course will be the national character. The main target of the course will be the introduction of the students into the diachronic as well as in the actual problems of comparative analysis, and among them into the problems of access to the sources, of reliability and comparability. The issues of ethnocentrism, subjectivity and bias are important elements of the course. Finally, the comparative argument, its main features and use within the frame of education policy will be developed in connection with the presentation of educational systems of selected countries.

*Methods of teaching:* Lectures, tutorials and essay writing

*Description of workload:*

Lectures: 36 hours

Tutorials: 10 hours

Preparation for tutorials: 10 hours

Individual research & study: 24 hours

Total workload in hours: 120

*Expected learning outcomes:* It should be understood that a basic presupposition of a systematic comparison is the previous study of the historical, social, cultural, political, economic and educational context of the countries or of the educational systems which have to be compared. Given that the students are expected to develop a critical stance towards a naïve adoption of foreign cultural elements on the part of a very dissimilar country. Also, they are expected to understand that only a systematic comparison can lead to scientific generalizations.

*Methods of assessment:* Written examinations and short essays.

*Teaching Language:* Greek and German

*Suggested reading:* Schriewer, J. & Holmes, B. (Eds.) (1992) Theories and Methods in Comparative Education, Peter Lang. Cowen, R. & Kazamias, A. (Eds.) (2009) International

Handbook of Comparative Education, Springer.

**0900. Greek language**

*Course title:* **Introduction to general linguistics**

*Code number:* 0901C

*Tutor:* Konstantinos Dinas, Professor in Linguistics and Greek language teaching

*ECTS credits:* 4

*Course type:* Compulsory

*Course level:* Introductory and basic

*Year of studies:* 1st

*Semester:* 1st

*Course content:*

*I. Theoretical part:*

1. Language and communication (a. Language: Linguistics, Definitions of Language, Language-Speech- Speaking, Linguistic- Communicative ability, b. Communication: Models of communication, Theories of communication, Communicative functions of language).
2. Language and Linguistics (History of Linguistics, Contemporary Linguistics, Grammar- Levels of linguistic analysis).
3. General characteristics of language (Viewing language as a system of signs, Double articulation of language, Language as form and not as material, Viewing of language as a system of relations, Priority of synchronic description of language, Verbal and written language).
4. Language and society (Relation between society and language, Sociolinguistics, Linguistic variety, Common, official and school language, Styles- Levels of styles, Bilingualism- Multilingualism).
5. Language and civilization (Psycholinguistics, Language acquiring, Language and thinking, Linguistic actions etc).

*II. Practical part:*

Linguistic exercises (Writing and elaboration of pedagogical and scientific language, Speech elaboration and development).

*Teaching methods:* Lectures and workshops in groups of 25-30 students.

*Student workload:* 100 hours

Lectures: 36 hours

Workshops: 12 hours

Personal research and studying (Bibliography search, Internet search): 12 hours

Exams preparation: 40 hours

*Expected learning outcomes:* Introduction of students to general notions of Linguistics, necessary for the following of contemporary bibliography

*Assessment methods:* Written examinations and exercises in workshops

*Teaching language:* Greek.

*Suggested reading:*

Lyons, J. (1995) *Introduction to theoretical linguistics*. Cambridge: Cambridge University Press.

*Course title:* **Diachrony and Synchrony of Greek Language**

*Code number:* 0902C

*Tutor:* Konstantinos Dinas, Professor in Linguistics and Greek language teaching

*ECTS credits:* 4

*Course type:* Compulsory

*Course level:* Introductory and basic

*Year of studies:* 1st

*Semester:* 2nd

*Course content:*

*I. Theoretical part:*

A. Short review of the history of Greek language from the Indo-European era to nowadays:

1. The principles of the Greek language (The Indo-European language, Relations of the Greek language to other Indo-European languages, Pre-Hellenic language).
2. The Ancient Greek language (The Greek writing systems, Characteristic features of the Ancient Greek language, The Ancient Greek geographical and literary dialects).
3. The Greek language of the post-classical era (The Common language of the Hellenistic era, Atticism).
4. The Medieval and New Greek language (Characteristic features of the medieval Greek language, Dialects and idioms of the new Greek language).
5. The linguistic matter.

B. The contemporary neo-Greek language (description and analysis):

1. The phonetic and writing system.
2. The morphological system.
3. Elements of syntax of the neo-Greek language (The verb and noun phrase, The sentence).

*II. Practical part:*

Linguistic exercises (Writing and elaboration of pedagogical and scientific language, Speech



elaboration and development).

*Teaching methods:* Lectures and workshops in groups of 25-30 students.

*Student workload:* 100 hours

Lectures: 36 hours

Workshops: 12 hours

Personal research and studying (Bibliography search, Internet search): 12 hours

Exams preparation: 40 hours

*Expected learning outcomes:* Sensitization of students on matters of history of the Greek language and its most important landmarks (Ancient Greek era, Alexandrian era, The linguistic matter etc) and conversation on crucial topics of the synchronic nature of the Greek language, mainly on those that they have not come in touch with during their high-school education.

*Assessment methods:* Written examinations and exercises in workshops

*Teaching language:* Greek

*Suggested reading:*

Holton, D., Mackridge, P. & Philippaki-Warbuton, I. (1997) *Greek: A comprehensive grammar of the modern language*. London: Routledge.

Mackridge, P. (1987) *The modern Greek language*. Oxford: Oxford University Press.

Thompson G.D. (1960) *The Greek language*. Cambridge: W. Heffer & Sons.

*Course title:* **Sociolinguistics**

*Code number:* 0912C

*Tutor:* Anastasia Stamou, Assistant Professor in Sociolinguistics and discourse analysis, Department of Preschool Education, University of Western Macedonia (Florina, Greece)

ECTS credits: 4

*Course type:* Compulsory

*Course level:* Advanced. Students should have attended the introductory course in general linguistics.

*Year:* 2nd

*Semester:* 3rd

*Content:* The course introduces students to fundamental concepts and issues concerning the study of language as social phenomenon. A brief historical account is given to the development of sociolinguistics. Its competitive relationship to the dominant linguistic paradigm is considered, by challenging the principles of language autonomy and homogeneity. The concept and dimensions of linguistic variation are presented (space as horizontal and vertical differentiation, situational

context, language contact, worldview). The role of language as a symbol of social identity is examined, with reference to well-known sociolects, such as ‘women’s’ and ‘youth language’. An allusion is made to the attitudes, prejudices and ideologies linked to the linguistic codes spoken within a given speech community. Finally, developments occurring in the field of sociolinguistics are presented, namely, the transition from the Labovian correlational paradigm to the ethnographic and performative approach, which signals the conceptual shift from the view of language as a reflection of society to one which sees language in dialectics with society.

*Methods of teaching:* Lectures, tutorials and essay writing

*Description of workload*

Lectures: 36 hours

Tutorials: 10 hours

Preparation for tutorials: 10 hours

Individual research & study: 24 hours

Preparation for examinations: 40 hours

Total workload in hours: 120

*Learning outcomes:* Students are expected to become familiar with the indissoluble linkage of language to society, and with the way linguistic heterogeneity and variation constitute intrinsic characteristics of any living language. They will primary become aware of the fact that sociolinguistics is not only an interdisciplinary branch of linguistics but an alternative (social) consideration of linguistic phenomena.

*Methods of assessment:* Written examinations and/or short essays

*Teaching Language:* Greek and English

*Suggested reading:*

Downes, W. (1998). *Language and Society* (2<sup>nd</sup> Edition). Cambridge: Cambridge University Press.

Romaine, S. (1994). *Language in Society: An Introduction to Sociolinguistics*. Oxford: Oxford University Press.

Wardhaugh, R. (1992). *An Introduction to Sociolinguistics* (2<sup>nd</sup> Edition). Oxford: Blackwell.

## **1000. Literature**

*Course Title:* **Greek Literature I**

*Code Number:* 1001C

*Tutor:* Triantafyllos H. Kotopoulos, Assistant Professor in Greek Literature with emphasis on Children's Literature

*ECTS credits:* 4

*Course Type:* Compulsory

*Course Level:* Basic training

*Year of studies:* 1st

*Semester:* 1st

*Course Content:* Creative Writing. Explanation of the term and its limits. Brief historical overview of the evolution of creative writing in both international and Greek reality. Creative Writing as a discipline. Creative writing in education. Theory and workshops. Literature from the inside.

*Teaching Methods:* Workshop lessons with the assistance of lectures, workshop exercises in groups, individual assignments.

*Workload:* 100 hours.

Workshop - lectures: 36 hours

Workshop exercises: 10 hours

Preparation for individual and group assignments: 10 hours

Individual research and study (finding relative literature, research on the Internet): 24 hours

Preparation for the exams: 20 hours

*Expected learning outcomes:* The students will become familiar with the academic discipline of Creative Writing. They will become aware of the latest trends relating to the criticism and the theory of Creative Writing. They will learn the way an appropriate scientific and creative workshop environment of creative writing is set up. They will gradually acquire a theoretical and empirical background in the relative sector, but also the skills which will make them suitable to be employed in different professional and research fields related to education, as well as with the wider needs of cultural industry. They will appreciate in a different way the role of active participation in reading literature and they will become better readers on a personal level. Finally, they will experiment with the creation of their own literary and not only texts.

*Assessment methods:* individual and group tasks to be carried out during the six months period

*Teaching Language:* Greek

*Indicative bibliography:*

Kotopoulos, H.T., Vakali, A.& Zografou M.(2013) *Creative Writing in kindergarten*. Thessaloniki: Epikentro.

Cowan, A. (2011) *The art of writing fiction*. Edinburgh: Pearson Education Limited

Dawson, P. (2005). *Creative Writing and the New Humanities*. London and New York: Routledge.

Gill, J. (2008), "Writing for Children and young adults, in Graeme Harper (Eds) *Creative Writing Guidebook*. New York: Lifelong Learning, 97-110.

Morley, D. (2007). *The Cambridge Introduction to Creative Writing*. Cambridge: Cambridge UP.

Passia, A.& Mandilaras, F. (2001), *A Creative Writing Workshop for children*. Athens: Patakis

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

(2009). *Can you lend me fifty drachmas for cigarettes*; Thessaloniki, Publication of the University of Macedonia.

*Course Title:* **Greek Literature II**

*Code Number:* 1002C

*Tutor:* Triantafyllos H. Kotopoulos, Assistant Professor in Greek Literature with emphasis on Children's Literature

*ECTS credits:* 4

*Course Type:* Compulsory

*Course Level:* Basic training

*Year of studies:* 1st

*Semester:* 2nd

*Course Content:* Literature and city. The city in Literature - Literary cities. Historical overview of the role and the ideological function of urban space in International and Greek literature. Thessaloniki in fiction and poetry through texts. Florina in fiction and poetry through texts. Fiction writers and poets coming from Thessaloniki. Fiction writers and poets. History and literature.

*Teaching Methods:* lectures, small individual and group tasks, workshop exercises in groups.

*Student workload:* 100 hours.

Lectures: 36 hours

Workshop exercises: 10 hours

Preparation for individual and group exercises: 10 hours

Individual research and study (finding relative literature, research on the Internet): 24 hours

Preparation for the exams: 20 hours

*Expected learning outcomes:* The students and the students will become familiar with the concept of representation (of the city) in literature. They will be able to associate literature with the historical and social context through the study of the role and functions that the urban space is called to fulfill in literary texts. They will understand and appreciate in a meaningful way

Florina's literature. They will train in the critique of texts in which the cities are an organic element of their plot and not only a scene of their progress. Finally, they will be encouraged to create their own texts where their birthplace stars, utilising the logic and the knowledge acquired from the compulsory course "Greek Literature I" of the 1<sup>st</sup> semester.

*Assessment methods:* written examinations and small individual/group tasks to be carried out during the six months period

*Teaching Language:* Greek

*Indicative bibliography:*

Kotopoulos, H.T. (2013) *Thessaloniki in the works of authors coming from Thessaloniki. The role and the functions of the literary city*. Thessaloniki: Epikentro.

Apostolidou, B. (1998) "The role of fiction in mythologising the city. The example of Thessaloniki", mag. *Entefktirion*, V. 45/3, Thessaloniki, p. 29-40.

Augustine, J. "From *Topos* to anthropoid (1991): the city as character in twentieth - century texts", *City Images*, ed. Mary Ann Caws, Gordon and Breach , p. 73-86.

Bachelard, G. (1982) *Poetics of space*, tr. Helena Veltsou - Ioanna D. Chatzinikoli, Athens: Ed. Chatzinikoli.

Tsirimokoy, L. (1988) *Literature of the city*. Athens: Lotus

*Course title:* **Children's Literature**

*Code number:* 1003C

*Tutor:* Triantafyllos H. Kotopoulos, Assistant Professor in Greek Literature with specialisation in Children's Literature

*ECTS credits:* 4

*Course type:* Compulsory

*Course level:* Basic

*Year of studies:* 4th

*Semester:* 7th

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

*Teaching methods:* Lectures, short individual and group assignments, group tutorials.

*Student workload:* 100 hours

Lectures: 36 hours

Workshops: 10 hours

Preparation for individual and group assignments: 20 hours

Individual research and study (literature search, Internet search): 24 hours.

Preparation for examinations: 20 hours.

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

*Assessment methods:* Written examinations or/and short individual and group assignments during the semester.

*Teaching language:* Greek

*Suggested reading:*

Kanatsouli, M. (2002) *Introduction in Children's Literature theory and criticism*, Thessaloniki: University Studio Press.

Hunt, P. (2001) *Criticism, Theory and Children's Literature*, Athens: Patakis.

Anagnostopoulos, V. (2006) *Tendencies and developments in Children's Literature*, Athens: The publications of friends Press.

Karakitsios, A. (2008) *Poetry for children and young people*, Thessaloniki: Zigos.

McGillis, R. (1996) *The Nimble Reader. Literary Theory and Children's Literature*. New York: Twayne Publishers

Journal <http://keimena.ece.uth.gr>

## **1100. History**

*Course title:* **Modern Greek history**

*Code number:* 1101C

*Tutor:* Ifigenia Vamvakidou, Professor in Modern Greek history and culture

*ECTS credits:* 4

*Course type:* Compulsory

*Course level:* Introductory

*Year of studies:* 4th

*Semester:* 7th

*Course content:* The social dimension of the history lesson needs to be promoted since it involves the problematic of human action and the relations or clashes resulting from the actions of others- social action, politics, religion, art. History as a science demonstrates the tendencies which spring from historical development, but also the contradictions which run through social readjustment or indeed social disruption. Optical historic data as document in modern Greek history after the revolution of 1821, gender and Greek history after the Greek civil war, intercultural teaching of modern history.

*Teaching methods:* Lectures, short individual or group essays, tutorials in groups.

*Student workload:* 120 hours

Lectures: 36 hours

Tutorials: 10 hours

Preparation for individual and group assignments: 10 hours

Individual research and study: 24 hours

Preparation for examinations: 40 hours

*Expected learning outcomes:*

*Assessment methods:* Written examinations and short individual or group essays

*Teaching language:* Greek and English

*Suggested reading:*

Andreou, A. (2002) Kottas (1863-1905) [in Greek]. Athens: Livanis.

Vamvakidou, I. (2003) Thracians: Historical recording and reading of artistic sources for their participation in the Struggle of 1821 [in Greek]. Thessaloniki: A. Stamoulis.

Duby, G. & Perrot, M. (1995) Women and history [in Greek]. Athens: Ellinika Grammata.

Kokkinos, G. (1998) From history to histories [in Greek]. Athens: Ellinika Grammata.

Kokkinos, G. (2003) Science, ideology, identity [in Greek]. Athens: Metaichmio.

## ***1200. Tradition and culture***

*Course title:* **Introduction to cultural studies**

*Code number:* 1201C

*Tutor:* Ifigenia Vamvakidou, Professor in Modern Greek history and culture

*ECTS credits:* 4

*Course type:* Compulsory

*Course level:* Advanced

*Year of studies:* 4th

*Semester:* 8th

*Course content:* Theories of culture, cultural studies in 20th century. Cultural products as elements of attitudes, stereotypes, taste and changes in history. Semiotics as a method in cultural studies.

*Teaching methods:* Lectures, short individual or group essays, tutorials in groups.

*Student workload:* 120hours

Lectures: 36 hours

Tutorials: 10 hours

Preparation for individual and group assignments: 10 hours

Individual research and study: 24 hours

Preparation for examinations: 40 hours

*Expected learning outcomes:* Students will be able to understand the subject matter and methods of inquiry in cultural studies, with an emphasis on the use of semiotics.

*Assessment methods:* Written examinations and short individual or group essays

*Teaching language:* Greek and English

*Suggested reading:*

Barthes, R. (1979) *Mythologies* [in Greek]. Athens: Rappas.

Belting, H., Dilly, H., Kemp, W., Sauerlander, W. & Warnke, M. (Eds.) (1995) *Introduction to the history of art* [in Greek]. Thessaloniki: Vantias

Benjamin, W. (1978) *Essays on art* [in Greek]. Athens:

Skarpelos, G. (2000) *Historical memory and Greek identity in comics* [in Greek]. Athens: Kritiki.

### ***1300. Informatics***



*Course title:* **Principles of Informatics**

*Code number:* 1301M

*Tutor:* Tharrenos Bratitsis, Assistant Professor

*ECTS credits:* 5

*Course type:* Compulsory

*Course level:* Introductory

*Year of studies:* 1st

*Semester:* 1st

*Course content:* The course is designed so as to introduce the novice user to the world of informatics. The core aim is to provide to the future educators the necessary knowledge in order to be able to exploit computers and ICTs in general, in class, with minimal assistance from technical experts. Also, they will be prepared to be able to describe technical details to the supporting infrastructure of the Greek School ICTs Network, in case of technical problems. Finally, the course provides, through the laboratory exercises, the necessary knowledge for the students to be able to meet the demands deriving from their studentship, thus being able to write papers, create presentations and websites, participate in blogs, wikis, etc.

The course syllabus contains:

- History of computers
- Computer architecture
- Internet technologies and services
- Use of the university e-Infrastructure
- Fundamental didactics of informatics

*Teaching methods:* Lectures, video tutorials (flipped learning approach), laboratory sessions, individual and group assignments

*Student workload:* 120 hours

Lectures: 36 hours

Laboratory: 36 hours

*Teaching Language:* Greek and English

*Course title:* **Application of ICTs in Education**

*Code number:* 1302C

*Tutor:* Tharrenos Bratitsis, Assistant Professor

*ECTS credits:* 5

*Course type:* Compulsory

*Course level:* Advanced

*Year of studies:* 2nd

*Semester:* 4th

*Course content:* The course addresses the integration of ICTs in education. The students are prepared so as to be able to design and implement educational activities which integrate digital technologies. The course includes:

- Introduction to learning theories and their relation to ICT-based educational approaches
- Integration of ICTs in Education: historical overview and comparative analysis
- Digital literacy
- Educational software
- Computer supported collaborative learning
- Technology enhanced learning
- Digital storytelling
- Computer Mediated Communication
- Learning Management Systems
- Educational robotics
- Mobile Learning
- Human Computer Interaction
- Game based learning
- Contemporary learning approaches
- Security issues
- Ethical considerations and Intellectual property

*Teaching methods:* Lectures, video and hands-on tutorials (flipped learning approach), individual and group assignments, collaborative workshops

*Student workload:* 120 hours

Lectures: 36 hours

*Teaching Language:* Greek and English

**1400. Mathematics**

*Course title:* **Early Mathematical Concepts and Skills**

*Code number:* 1401C

*Tutor:* Konstantinos P. Christou, Assistant Professor in Mathematics Education

*ECTS credits:* 4

*Type of course:* Compulsory

*Course level:* Introductory

*Year of studies:* 3rd

*Semester:* 5th

*Teaching methods:* Lectures, short individual and group essays

*Student workload:* 140 hours

Lectures: 36 hours

Tutorials: 10 hours

Preparation for individual or group essays: 44 hours

Individual research and study: 10 hours

Preparation for exams: 40 hours

*Course content:*

Number and arithmetic operations in early education:

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

Early understanding of geometric concepts

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

Introduction to early algebraic concepts

Classifications and understanding the properties of sets in early education – Patterns that repeat in a predictable manner and introduction to early algebraic reasoning.

Other concepts and early mathematical operations

Introduction to the mathematical problem solving – Early understanding of time - Understanding of mathematical concepts and processes in preschool through the “Montessori” educational method.

*Expected learning outcomes:* Students are expected to acquire a deep understanding of the process of developing more advanced mathematical concepts from an initial embodied mathematical perception of the world. In addition, it is expected from students to develop the necessary mathematical knowledge and also a clear view of the instructional materials that can be used in the kindergarten so as to be able to choose certain activities and learning materials for introducing the specific mathematical concepts to preschool students. By the end of the course students will be introduced to the most important research findings and the most influential theoretical frameworks in the field of early mathematics education.

*Assessment methods:* Written exams, short individual or group essays.

*Teaching language:* Greek and/or English

*Suggested reading*

Botson, C., Deliège, M. (1998). G. M Troulis (Ed.) Pre-Math Procedures and Concepts, Athens: Gutenberg. (in Greek)

Nunes, T. & Bryant, P., (2007). Children do mathematics. Desli, D. (Ed.), Athens: Gutenberg.

Lemonides, Ch. (1999). Walking in the Learning of Elementary Arithmetic]. Thessaloniki: Kyriakides. (in Greek)

Τζεράκη, Μ. (2007). Little kids, big mathematical meanings. Athens: Gutenberg (in Greek)

### **1500. Environmental education**

*Course title:* **Environmental education**

*Code number:* 1501C

*Tutor:* Penelope Papadopoulou, Assistant Professor in Concepts of Biology in Education at the Department of Preschool Education of the University of Western Macedonia (Florina, Greece)

*ECTS credits:* 4

*Course type:* Compulsory

*Course level:* Introductory

*Year:* 4th

*Semester:* 8th

*Content:* The course’s aim is to make clear to the students the ecological, social, economical and political dimensions of environmental problems. Also during this course, the students will be

familiarized with teaching methods and techniques suitable for environmental education and preschool age. The content of the course consists in clarifying the term “Environmental Education (E.E.)” and discuss about E.E.’s aims, philosophy, national and international development, coverage, the planning and the evaluation of environmental education projects.

*Methods of teaching:* Lectures and small group activities

*Description of workload*

Lectures: 36 hours

Preparation for lecturers and activities: 34 hours

Field work: 10 hours

Preparation for examinations: 40 hours

Total workload in hours: 120

*Learning outcomes:* Students are expected to become familiar with the basic knowledge and necessary skills to plan and put into practice E.E. projects and environmental activities integrated in the other subjects of the curriculum.

*Methods of assessment:* Term paper

*Suggested reading:*

Webster, K., & Johnson, C. (2008). *Sense and sustainability: Educating for a low carbon world*. Preston, UK: TerraPreta.

Wals, A., Shallcross, T., Robinson, J. & Pace, P. (2006) *Creating Sustainable Environments in Our Schools*. Stylus Publishing, LLC.

Hart, R.A. (Children's Participation: *The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*. Unicef. London: Earthscan

Palmer, J. (1998) *Environmental Education in the 21st Century: Theory, Practice, Progress and Promise*. London: Routledge.

## **1600. Sciences**

*Course title:* **Science concepts I and their representations**

*Code number:* 1601C

*Tutor:* Petros Kariotoglou, PhD, Professor of Science Education

*ECTS credits:* 5

*Course type:* Compulsory

*Course level:* Introductory and basic

*Year of studies:* 1st

*Semester:* 1st

*Course content:* Basic science concepts are introduced and used in the prediction, description and interpretation of simple natural phenomena. The most important students' and infants' alternative conceptions about concepts and phenomena under study are discussed, as well as appropriate teaching interventions in order to change them into scientific ones. The specific scientific subjects are: Structure of matter (states of matter and their changes, atomic model – atoms – molecules, Fluids Pressure, Buoyancy and floating – sinking). Energy, heat, temperature and thermal phenomena.

*Teaching methods:* Lectures, discovery group work, small individual or group works, final work (empirical research).

*Student workload:* 150 hours

Lectures: 39 hours

Tutorials: 10 hours

Individual study and research (literature searching, searching in the internet): 24 hours

Field work – Composition of the final work: 30 hours

Preparation for final examinations: 40 hours

*Expected learning outcomes:* Students will be able to use basic science concepts to predict, describe and interpret simple natural phenomena, e.g. how and why a liquid becomes gas, when a body is floating / sinking. Moreover they will know the basic infants' alternative conceptions for the concepts and phenomena under study and in some cases their origin. They also will know simple activities–experiments for the negotiation of the alternative conceptions, e.g. infants do not recognize the identity of matter, when its states are changed. The conception that the heavy bodies are sinking.

*Assessment methods:* Final written examinations. Individual or group work during the classes.

Final work: empirical research.

*Teaching language:* Greek and English

*Suggested reading:*

Driver, R., Squires, A., Rushworth, P. & Wood-Robinson, V. (1998) *Making sense of the secondary science* [translated in Greek]. Athens: Typothito.

Hewitt, P. (2004) *The concepts of physics* [translated in Greek]. Heraklion, Crete: University of Crete Publications.

Kariotoglou, P. (2006) *Pedagogical content knowledge of science: Three case studies* [in Greek]. Thessaloniki: Grafima.

Konstantinou, K. P., Feronymou, G., Kyriakidou, E. & Nikolaou, X. (2002) *Science in the Kindergarten*. Teacher's book [in Greek]. Nicosia: Cyprus Ministry of Education and Culture

Publications.

Ravanis, K. (1999) *Science in pre-school education* [in Greek]. Athens: Tipothito–Dardanos.

Ravanis, K. (2003) *Activities in the kindergarten from the area of physics* [in Greek]. Athens:

Diptycho.

*Course title:* **Science concepts II and their teaching**

*Code number:* 1602C

*Tutor:* Petros Kariotoglou, PhD, Professor of Science Education

*ECTS credits:* 5

*Course type:* Compulsory

*Course level:* Introductory and basic

*Year of studies:* 2nd

*Semester:* 4th

*Course content:* Basic science concepts are introduced and used in the prediction, description and interpretation of simple natural phenomena. Moreover the four important and historic teaching science models are discussed: Traditional (expository), discovery, constructivist, Inquiry. Applications of these models, in the form of lesson plans, are proposed in different subjects areas. The subjects are: Force and movement. Unification of dynamic interactions: gravity, magnetism, electrostatics. 3rd, 1st and 2nd Newton's Laws. The planetary system, day–night effect, light, shadow and colors. Sound. Simple electric circuit.

*Teaching methods:* Lectures, individual or group work, laboratory work, final work (lesson plan).

*Student workload:* 150 hours

Lectures: 39 hours

Laboratory work: 12 hours

Individual study and research (literature searching, searching the Internet): 24 hours

Composition of the final work (lesson plan): 30 hours

Preparation for final examinations: 40 hours

*Expected learning outcomes:* Students will be able to use basic science concepts to predict, describe and interpret simple natural phenomena, e.g. which is the resultant force exerted on a body, which is moving in a specific way and vice-versa. Sketch the shadow of specific body – Eclipses of the Sun and moon. Moreover students will know how to choose and apply the three teaching models, when a specific subject is done for teaching, preparing the relevant lesson plan. Finally, students will be able to realize and interpret simple experiments, e.g. the experiment of thermal equilibrium, simple electric circuit, shadow sketching.

*Assessment methods:* Final written examinations, individual or group work during course time.

Final work: lesson plan.

*Teaching language:* Greek and English

*Suggested reading:*

Hewitt, P. (2004) *The concepts of physics* [translated in Greek]. Heraklion, Crete: University of Crete Publications.

Kariotoglou, P. (2006) *Pedagogical content knowledge of science: Three case studies* [in Greek]. Thessaloniki: Grafima.

Konstantinou, K. P., Feronymou, G., Kyriakidou, E. & Nikolaou, X. (2002) *Science in the Kindergarten*. Teacher's book [in Greek]. Nicossia: Cyprus Ministry of Education and Culture Publications.

Ravanis, K. (1999) *Science in pre-school education* [in Greek]. Athens: Typothito–Dardanos.

Ravanis, K. (2003) *Activities in the kindergarten from the area of physics* [in Greek]. Athens: Diptycho.

### ***1700 Aesthetic education***

1701 C - Visual arts workshops (not available)

### ***1800 Music education***

1808 C - Cognitive musical pedagogy (not available)

### ***1900. Drama - Puppet theatre***

*Course title:* **Theatre Games**

*Code number:* 1901C

*Tutor:* Stamatis Gargalianos, PhD, Assistant Professor in Early childhood pedagogy

*ECTS Credits:* 4

*Course type:* Compulsory

*Course level:* Introductory and basic

*Year of studies:* 3rd

*Semester:* 5th

*Course content:* Theatre games for young pupils in Greek school. Small exercises with basic material the theater, which help students to reach the art of theater in an easy way. They also help young students understand what does theater mean and reach it out in a smooth way so that to become tomorrow's theater regular spectators. These games are simple and understandable, necessitating small physical effort and mainly spiritual, where players do not perform difficult physical exercises but mostly training of the mind. Types of exercises: First Contacts, Mirror,



Blind and Guide, Sculpture, Imaginary Objects etc.

*Teaching methods:* Lectures, group work, short theatre presentations

*Student workload:* 125 hours

Lectures: 36 hours

Supervision: 5 hours

Group work: 10 hours

Preparation for individual and group exercises: 10 hours

Individual research and study: 20 hours

Preparation for the examinations: 20 hours

*Expected learning outcomes:* The students here at the end of the semester, you will be able to perform many theater exercises and games, especially for young children. They will be able to explain to them how these games can be carried out and will know the usefulness of exercises for these ages. They will also know the difference between introductory and advanced or complex exercises and be able to rank them into categories according to the intelligence of children, their love and passion for theater, their availability at any theatrical time.

*Assessment methods:* Written examinations and small theatre presentations.

*Teaching Language:* Greek and French

*Suggested reading:*

Gargalianos, S. (2000). Theater Education- Theater Games. Thessaloniki: Alfa-Sigma

Grammatas, T. (1996). Fantasyland- Theater for Children and Youth. Athens: Typothito-G. Dardanos

Grammatas, T. (1997). Theater Education and Teachers Training. Athens: Typothito-G. Dardanos

Kouretzis, L. (1991). Theater Games. Athens: Kastaniotis

Papathanasiou, A., Basklavani, O. (2001). Theatrogames. Athens: Kedros

Faure, G., Lascar, S. (1998). Theater Game. Paris: Gutenberg.

## **2000. Kinetic education**

*Course title:* **Kinetic–rhythmic education**

*Code number:* 2001C

*Tutor:* Angeliki Tsapakidou, PhD, Professor in Motion-rythmic training in pre-school education

*ECTS credits:* 5

*Course type:* Compulsory

*Course level:* Basic

*Year of studies:* 1st

*Semester:* 2nd

*Course content:* Basic principles of motion and rhythmic education. Body, Space, Strength, Relations. Motion characteristics of children in pre-school and early primary school. Elements of developmental physical education (motion, cognitive, socio-emotional development). Developing motion dexterity. Categories of movement: Stabilization, movement and manipulation. The content and the role of activities in games, dances and creative music-kinetic drama activities

*Teaching methods:* Lectures, short assignments and experiential group activities

*Student workload:* 125 hours

Lectures: 26 hours

Supervision: 5 hours

Practice / experiential activities: 30 hours

Preparation: 20 hours

Research and study: 14 hours

Preparation for the examination: 30 hours

*Expected learning outcomes:* Students will be informed adequately about the subject matter of rhythmic education, its relation to other disciplines and the various research methods employed. They will be able to compare various educational systems concerning the objectives the methods as well as the role of educator and developmental stages of the pre-schoolers. Finally they will be informed about the discussions concerning the quality of early childhood education, the priorities in the education of very young children and about other current issues of motion–rhythmic education, in early childhood education.

*Assessment methods:* Written and oral examinations and individual/group short assignments during course time.

*Teaching language:* Greek

*Suggested reading:*

Tsapakidou, A. (1997) *Motion dexterities: Motion dexterities development programmes for pre-school children* [in Greek]. Thessaloniki: U.S.P. Publications.

Gallahue, D. (2002) *Developmental psychical education for today's children* [in Greek]. Thessaloniki: U.S.P. Publications.

## **2200. Teaching methodology and practice**

*Course title:* **Teaching methodology in music and kinetic education**

*Code number:* 2201C

*Tutors:* Angeliki Tsapakidou, Professor in Kinetic-rhythmic training in pre-school education, & Nikolaos Theodoridis, Specialized teaching staff member in Music

*ECTS credits:* 5

*Course type:* Compulsory. *Prerequisite courses:* 1801 C Children's songs and creative musical applications in pre-school age and 2201 C Teaching in motion education.

*Course level:* Advanced

*Year of studies:* 4th

*Semester:* 8th

*Course content:* Combining music and motion and its positive effects in the achievement both of common objectives as well as of the particular objectives of each area. In the theoretical part ideas about interdisciplinary and cross-subject approaches are discussed on the basis of well known music and motion education approaches such as the Dalcroze, Carl Orff, R. Laban, Creative Motion systems etc., and the cross-subject nature of the new curriculum. In addition, emphasis is given on the ways combining music and motion enables active participation, experiential learning and contributes to effective learning and acquiring knowledge and abilities, particularly in music and motion or in general (social and emotional development, cognitive capacities development e.g. perception, memory, language, self-concentration, self-discipline, readiness, decision making abilities). Sample activities and ways of teaching are presented on the following topics: Body, space, time, dynamics, relations. Rhythm with percussion and motion. Respiration, voice, singing, motion, dance. Games, songs, music and dances of the world. Active listening to music and motion. Sound stories, construction of self-invented musical instruments. Improvisation in music and motion.

*Teaching methods:* Combination of theory and practice in classes. Preparation and supervision of teaching schedules. Teaching to children or to student groups in the form of micro-teaching. Filling in of evaluation sheets by students and teaching oral evaluation. Project submission in written form.

*Student workload:* 90 hours

Seminars and workshops: 18 hours

Evaluation: 14 hours

Teaching schedule preparation and training for teaching: 20 hours

Optional training seminars: 6 hours

Supervision: 3 hours

Teaching music in classroom: 1 hour

Attending teaching: 12 hours

Final paper preparation: 16 hours

*Expected learning outcomes:* Students will elaborate on knowledge about music and motion education, so that they will be able to organize and implement music and motion education programmes in kindergarten. Students will focus on interdisciplinary and cross-subject approaches.

*Assessment methods:* Evaluation of preparation, evaluation sheets of oral evaluation and final paper.

*Teaching language:* Greek

*Suggested reading:*

Theodoridis, N. (in press) *Songs and dances* [in Greek]. Thessaloniki: Kroustofono.

Tsapakidou, A. (1997) *Motion dexterities: Motion dexterities development programmes for pre-school children* [in Greek]. Thessaloniki: University Studio Press.

*Course title:* **Teaching methodology in social and political education**

*Code:* 2202C

*Tutor:* Sofia Avgitidou, PhD, Professor in Early childhood pedagogy

*ECTS credits:* 4

*Course type:* Compulsory

*Course level:* Advanced

*Year of studies:* 3rd

*Semester:* 6th

*Course content:* Social relationships between children and between children and teachers. Teaching methods (project, organized activities, games) and strategies (space and time organization, social climate of the classroom, teacher's planning based on the study of children's relationships) for children's social, emotional and political education and the role of the adult. Methods for systematic observation of children's relationships and social behaviour (observation, teacher's diaries and mappings). Teacher's yearly programme aiming at children's social, emotional and political education.

*Teaching methods:* Lectures, short individual and group essays, tutorial in groups.

*Student workload:* 110 hours

Lectures: 30 hours

Tutorials: 16 hours

Preparation for individual and group work: 20 hours

Individual research and study: 20 hours

Preparation for final essay: 24 hours

*Expected learning outcomes:* Students will be aware of current research studies which show the value of social learning and the role of the adult in early childhood education. They will acquire both research and teaching knowledge and competence in researching children's relationships and their ability to co-operate as well as to design activities and strategies for the improvement of children's social relationships and learning.

*Assessment methods:* Short drills and final written essay.

*Suggested reading:*

Avgitidou, S. (2008). *Co-operative learning in early childhood education: Research and practices*. Athens: Gutenberg.

Avgitidou, S. (1997) *Social relationships and friendship in early childhood: Theory, research and teaching methodology of activities in kindergarten* [in Greek]. Thessaloniki: Kyriakidis.

Koutsouvanou, E. & study group (1999) *Social sciences in pre-school education* [in Greek]. Athens: Odysseas.

*Course title:* **Teaching practice**

*Code:* 2203C

1) *Tutor:* Sofia Avgitidou, Professor

*ECTS credits:* 18

*Course type:* Compulsory

*Course level:* Advanced

*Year of studies:* 4th

*Semester:* 7<sup>th</sup> or 8th

*Teaching methods:* Lectures, tutorials in groups, observation and design protocols and reflections.

*Student workload:* 225 hours

Lectures: 36 hours

Observation in kindergarten: 45 hours

Teaching practice: 90 hours

Individual research and study: 30 hours

Preparation for final essay: 24 hours

*Expected learning outcomes:* Students will be able to collect and analyze data in the context of their field experience, design, implement and evaluate both a learning environment and specific educational programmes for kindergarten children based on theory and research, evaluate and

reflect upon the outcomes of their programmes and their overall experience.

*Assessment methods:* Diaries and final written essay.

*Suggested reading:*

Ntoliopoulou, E. (2005). The application of project method in Greek early childhood settings (in Greek). Athens: G. Dardanos – K. Dardanos

Birbili, M. (2008). Towards a dialogic pedagogy (in Greek). Athens: G. Dardanos – K. Dardanos

Roopnarine, J. & Johnson, J. (2006). Approaches to Early Childhood Education (in Greek). Athens: Papazisis.

2) *Tutor:* Kalliope Vrinoti, Assistant Professor, Department of Preschool Education, University of Western Macedonia (Florina, Greece)

*ECTS credits:* 18

*Course type:* Compulsory

*Course level:* Advanced

*Year of studies:* 4<sup>th</sup>

*Semester:* 8<sup>th</sup>

*Teaching methods:* Lectures, tutorials in groups, observation and design protocols and reflections.

*Student workload:* 225 hours

Lectures: 36 hours

Observation in kindergarten: 45 hours

Teaching practice: 90 hours

Individual research and study: 30 hours

Preparation for final essay: 24 hours

*Expected learning outcomes:* Students will be able to collect and analyze data in the context of their field experience, design, implement and evaluate both a learning environment and specific educational programmes for kindergarten children based on theory and research, evaluate and reflect upon the outcomes of their programmes and their overall experience.

*Assessment methods:* Diaries and final written essay.

*Suggested reading:* Ntoliopoulou, E. (2005). The application of project method in Greek early childhood settings (in Greek). Athens: G. Dardanos - K. Dardanos

Birbili, M. (2008). Towards a dialogic pedagogy (in Greek). Athens: G. Dardanos - K. Dardanos

Roopnarine, J. & Johnson, J. (2006). Approaches to Early Childhood Education (in Greek). Athens: Papazisis.

*Course title:* **Teaching methodology of mother tongue language**

*Code number:* 2211C

*Tutor:* Konstatinos Dinas, Professor in Linguistics and Greek language teaching

*ECTS credits:* 5

*Course type:* Compulsory

*Course level:* Basic. Prerequisite courses: 0901 C Introduction to general linguistics and 0902 C Diachronic and synchronic nature of the Greek language.

*Year of studies:* 4th

*Semester:* 8th

*Course content:*

*I. Theoretical part:*

1. The linguistic education in kindergarten
2. Linguistics and language teaching
3. The preconditions of infants
4. The curriculum of language teaching
5. Activities
6. The informative communicative technology in kindergarten
7. The development of speaking
8. The development of written language

*II. Practical part with the participation of students:*

1. Design of a linguistic activity with the help of the seconded teachers
2. Realization of the activity in the natural environment of the classroom or in the form of micro-teaching at the Department
3. Evaluation of the design and the realization of the activity

*Teaching methods:* Lectures and practice.

*Student workload:* 100 hours

Lectures: 24 hours

Teaching preparation: 12hours

Personal research and studying (bibliography research, internet research): 12 hours

Exams preparation: 52 hours

*Expected learning outcomes:* Theoretical equipment of the students on matters of language teaching in kindergarten and practical-exemplary application in natural or iconic environment.

*Assessment methods:* Assignments and written examinations

*Teaching language:* Greek

*Suggested reading:*

- Ferreiro E. (1985) Literacy development: A psychogenetic perspective. In D.R Olson, Torrence, N. & Hildyard, A. *Literacy, language and learning*. Cambridge: Cambridge University Press.
- Kress, G. (1994) *Learning to write*. London: Routledge.
- New London Group (1996) A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66(1), 60-92.
- Swales, J-M. (1990) *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.
- Teberosky A. (1990) The language young children write: Reflections on a learning situation. In Y. Goodman (Ed.) *How children construct literacy*. Newark, DE: International Reading Association.

*Course title:* **Teaching about environment in preschoolers**

*Code number:* 2212C

*Tutorr:* Penelope Papadopoulou, Assistant Professor in Concepts of Biology in Education at the Department of Preschool Education of the University of Western Macedonia (Florina, Greece).

ECTS credits: 4

*Course type:* Compulsory

*Course level:* Advanced

*Year:* 3rd

*Semester:* 6th

*Content:* The course consists of:

- a) Lectures focused on Science, Environmental Education, Health Education and Geography dimensions of the domain, in this way the content meets the requirements of environment issues both in natural and human made settings.

Pedagogy and teaching techniques suitable for preschoolers, taking into account educational theory and research related with the occurrence of cognitive obstacles, the development of scientific skills, the encouragement of pro-environmental ethos and the promotion of social and individual health and welfare.

Teachers' educational role and their scientific background. Evaluation of teaching process. How to organize and manage a school class.

- b) Students will plan, organize and present a short length teaching activity,

*Methods of teaching:* Lectures, small group activities and presentation of a short length teaching activity.



*Description of workload*

Lectures: 36 hours

Preparation for the presentations: 8 hours

Field work: 12 hours

Preparation for examinations: 36 hours

Total workload in hours: 90

*Learning outcomes:* Students are expected to become familiar with the basic issues concerning the study and understanding of the environment and to acquire the necessary skills to plan and put into practice activities focused on the environment.

*Methods of assessment:* In class essays and presentations and a term paper.

*Suggested reading:*

Kriesberg, D. (1999) *A sense of place. Teaching children about the environment with picture books*. Englewood, Colorado: Teacher ideas Press.

Palmer, J. (1998) *Environmental Education in the 21st Century: Theory, Practice, Progress and Promise*. London: Routledge.

Stone, M. & Barlow, Z. (2005). *Ecological Literacy. Educating our children for a sustainable world*. San Francisco: Sierra Club Books.

Eshach, H. (2006). *Science Literacy in Primary Schools and Pre-Schools*. Dordrecht, The Netherlands: Springer.

Gelman, R., Brenneman, K., Macdonald, G. & Moisés, R. (2010). *Preschool pathways to Science*. Baltimore, U.S.: Paul H. Brooks Publishing Co.

Tunnicliffe, S.D. (2013). *Talking and doing Science in the Early Years. A practical guide for ages 2-7*. London & New York: Routledge

Michaels, S., Shouse, A. W. & Schweingruber H. A. (2007) *Ready, Set, Science!: Putting Research to Work in K-8 Science Classrooms*. National Research Council.

## 2. OPTIONAL COURSES

### *0200. History of education*

*Course title:* **Contemporary Pedagogical Movements and Ideas**

*Code number:* 0203O

*Tutor:* Betsas Ioannis, Assistant Professor

*ECTS credits:* 4

*Course type:* Optional

*Course level:* Introductory and basic

*Year of studies:* 2nd

*Semester:* 3rd

*Course content:* The course deals with: a) the development of pedagogical thinking from the 18th to the 20th century, b) the development of pedagogical science, c) the historical dimension of some basic principles of modern educational theory.

*Teaching methods:* Lectures and individual work (research, reading and writing)

*Student workload:* 100 hours

Lectures: 36 hours

Preparation for individual and group work: 22 hours

Individual research and study: 12 hours

Preparation for examinations: 30 hours

*Expected learning outcomes:* Students will become acquainted with the history of pedagogical theories and educational situations, with a special emphasis given to the teacher's role and the meaning of the educators' work through contemporary perspective.

*Assessment methods:* Essays and written examinations

*Teaching language:* Greek and English

*Suggested reading:*

Reble, A. (1990). History of Pedagogy [in Greek]. Athens: Papadimas.

Houssaye, J. (2000). Fifteen educators: Landmarks in the history of educational thought [in Greek]. Athens: Metaichmio.

Krivas, S. (1995). The science of pedagogy: Basic issues [in Greek]. Athens: Gutenberg.

Pyrgiotakis, I. (2000). Introduction to the science of pedagogy [in Greek]. Athens: Ellinika Grammata.

*Course title:* **History of early childhood education**

*Code number:* 0204O

*Tutor:* Betsas Ioannis, Assistant Professor

*ECTS credits:* 4

*Course type:* Optional

*Course level:* Introductory and basic

*Year of studies:* 4th

*Semester:* 7th

*Course content:* The course aims at: a) the mapping of the development of preschool education b) the record of modulation of the institutional framework of kindergartens, c) comparative examination of the modulation of preschool education in the Greek state and the Greek communities abroad.

*Teaching methods:* Lectures and individual work (research, reading and writing)

*Student workload:* 100 hours

Lectures: 36 hours

Preparation for individual and group work: 22 hours

Individual research and study: 12 hours

Preparation for examinations: 30 hours

*Expected learning outcomes:* The students are expected to be informed about the historical development of early childhood Greek education and to be able to analyze certain pedagogic choices in their social and political context.

*Assessment methods:* Essays and written examinations

*Teaching language:* Greek

*Suggested reading:*

Charitos, X. (1998) *The Greek kindergarten and its roots: A contribution to the history of pre-school education* [in Greek]. Athens: Gutenberg.

Kyprianos, P. (2004) *Child, family, society. History of early childhood education from its beginnings to modern times* [in Greek]. Athens: Gutenberg.

*Course title:* **Microhistory and education**

*Code number:* 0205O

*Tutor:* Betsas Ioannis, Assistant Professor

*ECTS credits:* 4

*Course type:* Optional

*Course level:* Introductory and basic

*Year of studies:* 3rd

*Semester:* 6th

*Course content:* The course aims to introduce students and to the micro-historical research in education.

*Teaching methods:* Lectures and individual work (research, reading and writing)

*Student workload:* 100 hours

Lectures: 36 hours

Preparation for individual and group work: 22 hours

Individual research and study: 12 hours

Preparation for examinations: 30 hours

*Expected learning outcomes:* The students are expected to work out the methodology of micro-historical research, oral presentation and writing scientific papers.

*Assessment methods:* Essays and written examinations

*Teaching language:* Greek

*Suggested reading:*

Chourdakis, A. (2004). *From the microhistory of education. A children's album 1900-1904* [in Greek]. Athens: Atrapos

Iggers, G. (2006) *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge* [in Greek], Athens: Nefeli.

*Course title:* **Issues in Educational History**

*Code number:* 0206O

*Tutor:* Betsas Ioannis, Assistant Professor

*ECTS credits:* 4

*Course type:* Optional

*Course level:* Advanced

*Year of studies:* 2nd

*Semester:* 4th

*Course content:* The course deals with various aspects of the educational history of the Greek state. The course is intended to involve undergraduate students in research work. At present the issue to be considered is the development of secondary education in postwar and regime change (metapolitefsi) era.

*Teaching methods:* Tutorials, individual and group working (research, reading and writing)

*Student workload:* 100 hours

Lectures: 12 hours

Tutorials: 5 hours

Preparation for individual and group working: 5 hours

Individual research and study: 48 hours

Preparation for examinations: 30 hours

*Expected learning outcomes:* The students are expected to delve into issues of educational history and to be aware of the educational and historical research.

*Assessment methods:* Final synthetic work and its presentation. Individual assignments

*Teaching language:* Greek

*Suggested reading:*

Green, A. (2010). *Education and State Formation*, [in Greek] Kimourtzis, P. (ed.) Athens: Gutenberg.

Provata, A. (2002). *Ideological Currents, Political Parties and Educational Reform 1950-1965*, [in Greek] Athens: Gutenberg.

Terzis, N. (2000). *The Gymnasium as a Grade of Compulsory Education*, [in Greek] Thessaloniki: Kyriakidis Bros.

### ***0300. Philosophy and philosophical foundations of education***

*Course title:* **Political philosophy of education: Rhetoric- Communication**

*Code number:* 0303O

*Tutor:* Sotiria Triantari, PhD, Associate Professor in Greek Ancient and Byzantine Philosophy of education

*ECTS credits:* 4

*Course type:* Optional

*Course level:* Introductory

*Year of studies:* 2nd

*Semester:* 3rd

*Course content:* Reference is made to the significance of political philosophy and education and the definition of their relation. Students will deepen their knowledge in the background of educational policy in Antiquity, Byzantium and modern times. They will comprehend the educational policy projects of idealism, existentialism and pragmatism.

*Teaching methods:* Lectures and essay writing

*Student workload:* 120 hours

Lectures: 30 hours

Preparation for lectures: 20 hours

Individual work: 20 hours

Tutorials: 15 hours

Preparation for essay writing (examinations): 20 hours

Visits to kindergarten classrooms: 15 hours

*Expected learning outcomes:* Students will acquire knowledge of the subject matter and methods of inquiry of political philosophy and education. Analysis, interpretation and evaluation of education in Antiquity, Byzantium and modern times will be made. Analysis, interpretation and evaluation of educational policy of idealism, existentialism and pragmatism will also be made. Finally, questions will be answered and judgements and positions of the able-to-be-studied will be discussed. Students will be able to compare educational systems and tendencies and comprehend the objectives and methods of education.

*Assessment methods:* Essay writing

*Teaching language:* Greek and German

*Suggested reading:*

Brubacher, J.S. (1968) *Modern philosophies of education*. 4th ed. New York: McGraw-Hill.

Barker, E. *The political Thought of Plato and Aristotle*. New York: Russel & Russel INC, 1959.

Poulakos, J. (1977) *Speaking for the Polis: Isocrate's Rhetorical Education*. Columbia, SC: University of South Carolina Press.

Triantari, S. A. (2010) *Politics, Rhetoric and Communication of the 14th century. Oration about Kingdom and about State of Thomas Magistros. Text-Translation-Commentaries*. Thessaloniki: Ant. Stamoulis.

Triantari, S. A. (2012) *Aristotle, Rhetoric to Alexander, Protrepticus to Themison. Rhetoric and Philosophy*. Thessaloniki: Zitros.

*Course title:* **Ethic, Politic and Social Philosophy of education**

*Code number:* 03040

*Tutor:* Sotiria Triantari, PhD, Associate professor in Greek Ancient and Byzantine Philosophy of education

*ECTS credits:* 4

*Course type:* Optional

*Course level:* Introductory

*Year of studies:* 2nd

*Semester:* 4th

*Course content:* The relation of certain fields of philosophy with education is examined, such as rhetorical education, the education on logic, language and aesthetics. The educational systems of Plato, Aristotle, Byzantine thinkers as Theodoros Metochites, etc. and modern thinkers as Nietzsche, Dewey, etc. are also discussed. Particular emphasis is given to the educational-pedagogical beliefs of Aristotle and Byzantine thinkers.

*Teaching methods:* Lectures and essay writing

*Student workload:* 120 hours

Lectures: 30 hours

Preparation for lectures: 20 hours

Individual work: 20 hours

Tutorials: 15 hours

Preparation for essay writing (examinations): 20 hours

Visits to kindergarten classrooms: 15 hours

*Learning outcomes:* The students are expected to understand the relationships many field of Philosophy to Education, as rhetorical education, the meaning of Ethic philosophy and particularly the sense of values in education and moral methods in education, the important of social philosophy in educational systems. They will also perceive the importance in ethic, politic and social theory in Antiquity and Byzantium and mainly the views of Plato, Aristotle, Stoics and Byzantine thinkers etc.

*Assessment methods:* Essay writing

*Teaching language:* Greek and German

*Suggested reading:*

Russel, B. (1970) *Education and the social order*. London: Unwind Books.

Irwin, T. H. (1990) "Virtue, Praise and success: Stoic Responses to Aristotle". *Monist* 73(1), 59-79.

Meyer-Sauvé, S. (2008) *Ancient Ethics. A critical introduction*. London and New York: Routledge.

Usener, S. (1994) *Isokrates, Platon, und ihr Publikum: Hörer und Leser von Literatur im 4. Jahrhundert v. Chr.* Tübingen.

Triantari, S. A. (2007) *Philosophical subjects. Ancient and Byzantine philosophy. Cosmology, Logic, Aesthetics, Politics, Rhetoric, Education*. Thessaloniki: Ant. Stamoulis.

#### **0400. Psychology and psychological foundations of education**

*Title of the course:* **Psychology of Motivation**

*Code:* 0403O

*Name of instructor - Professional position:* Georgia Stephanou, Associate Professor in Cognitive Psychology

*ECTS:* 4

*Type of the course:* Optional

*Level of the course:* Specialized

*Academic year:* 3rd

*Semester:* 6th

*Course Content (Syllabus):* Definition and kinds of motivation. Research methods of motivation. Physiological and Biological basis of motivation. Theories of motivation: Psychoanalytic, humanistic, arousal/ optimal level, behaviorism, intrinsic and extrinsic motivation, achievement motive, cognitive (cognitive consistency, cognitive conflict, attributions, field). Volition and self-regulation Self as motivation: Self-concept, academic achievement and well-being. Application of motivation theories to education practice and daily life.

*Teaching method:* Dialogue, question- answer, team and individual short assessments (mainly, research form), seminars in team work.

*Students' total work:* 120 hours

Lectures: 36 hours

Seminars assessments: 10 hours

Preparation of individual and team assessments: 10 hours

Individual study (searching literature): 24 hours

Preparation of taking exams: 40 hours

*Learning Outcomes:* Acquisition of basic concepts and theories on motivation. Ability to apply theories of motivation into education and everyday phenomena. Ability to use bibliographical bases. Skills to design and perform research in motivation. Develop skills in team work and presentation of research.

*Student Assessment methods:* Written final exams, presentation and written assessment.

*Language of Instruction:* Greek

*Bibliography*

Κωσταρίδου - Ευκλείδη, Α. (2012). Ψυχολογία κινήτρων. Αθήνα: Πεδίο.

Pintrich, P. R., & Schunk, D. H. (2002). Motivation in education: Theory, research and applications. 2nd ed. New Jersey: Prentice Hall.

Sansone, C. & Harackiewicz, M. J. (2002) Intrinsic and extrinsic motivation. Oxford: Elsevier.



Wigfield, A. & Eccles, J. S. (2002). Development of achievement motivation. Oxford: Elsevier.  
 Zimmerman, B. J. & Schunk, D. H. (2001). Self-regulated learning and academic achievement.  
 Theoretical perspectives. Mahwah, NJ: Lawrence Erlbaum.

*Title of the course:* **Educational Psychology & Child Development**

*Code:*0404O

*Name of instructor - Professional position:* Georgia Stephanou, Associate Professor in Cognitive Psychology

*ECTS:* 4

*Type of the course:* Optional

*Level of the course:* Introductory and Basic Skills Development

*Academic year:* 1st

*Semester:* 2nd

*Course Content (Syllabus):*

Part A: Definition, topic and research methods of Educational Psychology. Intelligence, creativity and cognitive development. Theories of Learning. Classrooms as context for motivating learning: Relationships, emotions, behavior, achievement.

Part B: Definition, topic and research methods of Developmental Psychology. Classical and modern theories of human development. Heredity and environment. Motor, sensory and perceptual development. Cognitive development. Though in early childhood. Social development. The importance of school in child's development.

*Teaching method:* Dialogue, question- answer, team and individual short assessments (mainly, research form), seminars in team work.

*Students' total work:* 120 hours

Lectures: 36 hours

Seminars assessments: 10 hours

Preparation of individual and team assessments: 10 hours

Individual study (searching literature): 24 hours

Preparation of taking exams: 40 hours

*Learning Outcomes:* Comprehension of basic concepts of educational psychology and developmental psychology. Application of the theoretical knowledge in education in order to understand the effects of early experiences on later development, and the influence of the context of kindergarten in children's development.

*Student Assessment methods:* Written final exams, presentation and written assessment.

*Language of Instruction:* Greek

*Bibliography*

Elliott, S. N., Kratochwill, T. R., Cook, J. L., & Travers J. F., (Μετάφραση: Μ. Σολμάν, Φ. Καλύβα, Επιμέλεια: Α. Λεονταρή, Ε. Συγκολλίτου). (2008). Εκπαιδευτική Ψυχολογία: Αποτελεσματική Διδασκαλία, Αποτελεσματική Μάθηση. Αθήνα: Gutenberg.

Cole, M. & Cole, S. R. (2002). Η ανάπτυξη των παιδιών. Η αρχή της ζωής: Εγκυμοσύνη, τοκετός, βρεφική ηλικία. Τόμ. 1. 2η έκδ. Αθήνα: Δαρδανός.

Cole, M. & Cole, S. R. (2002). Η ανάπτυξη των παιδιών. Γνωστική και ψυχοκοινωνική ανάπτυξη κατά τη νηπιακή και μέση παιδική ηλικία. Τόμ. 2. 2η έκδ. Αθήνα: Δαρδανός.

McCartney, K. & Phillips, D. (2005). Handbook of early childhood development. Oxford: Blackwell.

Siegler, R., S. (1998). Children's thinking. N.Y: Prentice- Hall, Inc. (2005). Πώς σκέφτονται τα παιδιά (Μετάφραση: Ζ. Κουλεντιανού, Επιμέλεια: Σ. Βοσνιάδου). Αθήνα: Gutenberg.

*Title of the course:* **Applications of Cognitive Psychology in Education**

*Code:*04050

*Name of instructor - Professional position:* Georgia Stephanou, Associate Professor in Cognitive Psychology

*ECTS:* 4

*Type of the course:* Optional

*Level of the course:* Specialization

*Academic year:* 4th

*Semester:* 7th

*Course Content (Syllabus):* Architecture and construction of the cognitive system, self-regulation, enhancing critical thought, creative thinking, teacher-child relationships in kindergarten, cognitive development and school achievement, writing, reading, categorization..

*Teaching method:* Dialogue, question- answer, team and individual short assessments (mainly, research form), seminars in team work.

*Students' total work:* 120 hours

Lectures: 36 hours

Seminars assessments: 10 hours

Preparation of individual and team assessments: 10 hours

Individual study (searching literature): 24 hours

Preparation of taking exams: 40 hours

*Learning Outcomes:* Ability to apply theoretical knowledge of cognitive psychology into education. Ability to perform research in the respective topics. Develop skills in team work.

*Student Assessment methods:* Written final exams, presentation of assessment, team research assessment.

*Language of Instruction:* Greek

#### *Bibliography*

Esgate, A., Groome, D., Heathcote, D, Kemp, R., Maguire, M. & Read, C. (2004). An introduction to applied cognitive psychology. London: Psychology press.

Κωσταρίδου-Ευκλείδη, Α. (2005). Μεταγνωστικές διεργασίες και αυτο-ρύθμιση. Αθήνα: Ελληνικά Γράμματα.

Κωσταρίδου-Ευκλείδη, Α. (2012). Ψυχολογία της σκέψης. Αθήνα: Πεδίο.

Oates, J. & Grayson, A. (2004). Cognitive and language development in children. Oxford: Blackwell.

Pickering, S. J. (2005). Working memory and education. Oxford: Elsevier.

*Course title:* **The study of education in social psychology**

*Code number:* 0406O

*Tutor:* Efthalia Konstantinidou, Assistant Professor in Social Psychology, Department of Preschool Education, University of Western Macedonia (Florina, Greece)

*ECTS credits:* 4

*Course type:* Optional

*Course level:* Advanced. Students should have attended the introductory course in social psychology.

*Year:* 4th

*Semester:* 7th

*Content:* The course aims, first, at presenting the major traditions of educational sociopsychological research, and second at connecting these traditions as forms of applied social psychology with action research. The following research topics are examined: attribution of educational achievement, self-fulfilling prophecy and educational achievement, self-concept of educational achievement, social interaction and communication in the classroom, cooperation, competition, conflict and conflict resolution in group work, and stereotypes, prejudice and social identity in the negotiation of cultural difference in education (connected with intercultural and peace education). Finally, it is attempted to develop a reflective perspective in the ways education is understood in social psychology in comparison with the other social sciences.

*Methods of teaching:* Lectures, tutorials and essay writing

*Description of workload*

Lectures: 36 hours

Tutorials: 10 hours

Preparation for tutorials: 10 hours

Individual research & study: 24 hours

Preparation for examinations: 40 hours

Total workload in hours: 120

*Learning outcomes:* Students are expected to elaborate on topics in educational sociopsychological research traditions and to connect them with designing educational intervention within the framework of action research.

*Methods of assessment:* Written examinations and short essays

*Teaching Language:* Greek and English

*Suggested reading:*

Bar-Tal, D. (Eds.) (1978) *Social psychology of education: Theory and research*. Washington: Hemisphere Publishing Corporation.

Carr, W. & Kemmis, S. (1986) *Becoming critical: Education, knowledge and action research*. London: Falmer Press.

Oskamp, S. & Schulz, P.W. (1998) *Applied social psychology*. 2<sup>nd</sup> ed. Upper Saddle River, NJ: Prentice Hall.

Rogers, C. & Kutnick, P. (Eds.) (1990) *The social psychology of the primary school*. London: Routledge.

*Course title:* **The study of culture in social psychology**

*Code number:* 0407O

*Tutor:* Efthalia Konstantinidou, Assistant Professor in Social Psychology, Department of Preschool Education, University of Western Macedonia (Florina, Greece)

ECTS credits: 4

*Course type:* Optional

*Course level:* Advanced. Students should have attended the introductory course in social psychology.

*Year:* 4th

*Semester:* 8th

*Content:* The course aims at presenting the main sociopsychological research traditions

concerning the study of culture and the ways they are related with research traditions in the other social sciences, especially in cultural/social anthropology and the sociology of culture. It focuses on issues such as the universality-particularity dilemma in understanding culture, research methods, and major research topics (self-perception, everyday knowledge, intercultural communication, interaction and contact), the relationship between culture, racism and nationalism, cultural identity and migration. Finally, it attempts to relate the sociopsychological knowledge produced on culture with educational interventions.

*Methods of teaching:* Lectures, tutorials and essay writing

*Description of workload*

Lectures: 36 hours

Tutorials: 10 hours

Preparation for tutorials: 10 hours

Individual research & study: 24 hours

Preparation for examinations: 40 hours

Total workload in hours: 120

*Learning outcomes:* Students are expected to elaborate on a variety of ways culture has been defined and become an object of study in social psychology and the other social sciences.

*Methods of assessment:* Written examinations and short essays

*Teaching Language:* Greek and English

*Suggested reading:*

Segall, M.H., Dasen, P.R., Berry, J.W. & Poortinga, Y.H. (1990) *Human behavior in global perspective: An introduction to cross-cultural psychology*. New York Pergamon.

Smith, P. & Bond, M. (1998) *Social psychology across cultures*. 2<sup>nd</sup> ed. London: Allyn & Bacon.

*Course title:* **The study of discourse in social psychology**

*Code number:* 0408O

*Tutor:* Efthalia Konstantinidou, Assistant Professor in Social Psychology, Department of Preschool Education, University of Western Macedonia (Florina, Greece)

ECTS credits: 4

*Course type:* Optional

*Course level:* Advanced. Students should have attended the introductory course in social psychology.

*Year:* 4th

*Semester:* 7th

*Content:* The course aims at presenting some of the major sociopsychological research traditions, which were developed within the framework of social constructionism and poststructuralism. Fundamental theoretical and methodological issues are examined along with models of discourse analysis on research topics such as racist discourse, national identity as discourse, classroom discourse, curriculum and schoolbook discourse, and psychological discourse on childhood and development and its uses in education. Finally, it is attempted to investigate the possibilities created by the discursive sociopsychological perspectives for reflection both on academic knowledge itself and its use in institutional contexts, especially in education.

*Methods of teaching:* Lectures, tutorials and essay writing

*Description of workload:*

Lectures: 36 hours

Tutorials: 10 hours

Preparation for tutorials: 10 hours

Individual research & study: 24 hours

Preparation for examinations: 40 hours

Total workload in hours: 120

*Learning outcomes:* Students are expected to elaborate on fundamental and methodological issues in discursive social psychology and on the use of various models of discourse analysis.

*Methods of assessment:* Written examinations and short essays

*Teaching Language:* Greek and English

*Suggested reading:*

Burr, V. (1995) *An introduction to social constructionism*. London: Routledge.

McKinlay, A. & McVittie, C. (2008) *Social psychology and discourse*. Chichester, West Sussex: Wiley-Blackwell.

Wetherell, M., Taylor, S. & Yates, S.J. (Eds.) (2001) *Discourse as data: A guide for analysis*. London: Sage & The Open University.

### **0500. Social studies and research in education**

*Course title:* **Introduction to Social Anthropology**

*Code number:* 05200

*Tutor:* Domna Michail, PhD, Associate Professor in Social Anthropology, Early Childhood Education Department

*ECTS credits:* 4

*Course type:* Optional

*Course level:* Introductory

*Year of studies:* 1st

*Semester:* 2nd

*Course content:* Social Anthropology is the comparative study of societies and cultures giving emphasis on concepts such as society, social structure and social organization. This predominance of the 'social' in the British tradition is associated with structural functionalist theorists who drew heavily upon Durkheim's theories of 'social facts' and the autonomy and independence of the social domain. In modern anthropology in the USA the term 'social anthropology' is sometimes reserved to indicate the comparative study of societies and cultures. The course contributes to the understanding of cultural diversity in the world.

*Total workload:* 120 hours

Lectures: 36 hours

Tutorials: 10 hours

Preparation for individual or group essays: 10 hours

Individual research and study: 24 hours

Preparation for exams: 40 hours

*Expected learning outcomes:* Students are introduced to the field of Social Anthropology, its research methods and the basic issues with which it deals. They get to understand cultural diversity and are informed about social structures, social organization, political systems, kinship systems, cultural contact, acculturation etc.

*Assessment methods:* Written exams

*Teaching language:* Greek and English

*Suggested reading:* Μιχαήλ, Δ. (2003). *Κόσμοι που χάνονται*. Θεσσαλονίκη: Εκδόσεις Αντ. Σταμούλη.

Thomas Hylland Eriksen (2007). *Μικροί τόποι μεγάλα ζητήματα [Small Places, Large Issues]*. Εκδόσεις Κριτική.

Geertz, C. (2003). *Η Ερμηνεία των Πολιτισμών*. Εκδόσεις Αλεξάνδρεια.

*Course title:* **School Ethnographies**

*Code number:* 0521O

*Tutor:* Domna Michail, PhD, Associate Professor in Social Anthropology, Early Childhood Education Department

*ECTS credits:* 4

*Course type:* Optional

*Course level:* Advanced

*Year of studies:* 2nd

*Semester:* 4th

*Course content:* This course deals with the relationship between peoples and cultures, teaching and learning from the perspective of the anthropology of education. Anthropology broadens the definition of education to include all teaching and learning forms in school and out of school. Education includes the varied and dynamic processes through which people teach and learn principles, skills, norms, rules and knowledge of societies and cultures. The course includes the basic issues of the field of the anthropology of education and is designed to help students to conceive fundamental notions and issues of this field.

*Total workload:* 120 hours

Lectures: 36 hours

Tutorials: 10 hours

Preparation for individual or group essays: 10 hours

Individual research and study: 24 hours

Preparation for exams: 40 hours

*Expected learning outcomes:* The students come into contact with the perspective of the anthropology of education and the anthropology of language and communication at school and out of school in western and non-western societies.

*Assessment methods:* Written exams

*Teaching language:* Greek and English

*Suggested reading:*

Τσιτσιπής, Α. (1998). *Εισαγωγή στην Ανθρωπολογία της Γλώσσας*. Αθήνα: Gutenberg.

Μιχαήλ, Δ. (2003). *Κόσμοι που χάνονται*. Θεσσαλονίκη: Εκδόσεις Αντ. Σταμούλη.

Hollins, E. R. (2007). *Ο Πολιτισμός στη Σχολική Μάθηση*. Αθήνα: Μεταίχμιο.

Michail, D. (2007) "Education and power relations within a Slavic-speaking Muslim group in Greece: The case of the Pomaks of Xanthi. In K. Steinke & C. Voss *The Pomaks in Greece and Bulgaria: A model case for borderland minorities in the Balkans*. Sudosteuropa Gesellschaft, Munchen: Verlag Otto Sagner.

Michail, D. & Stamou A. (2009) "Preprimary teachers' discourses about immigrant children's identity construction". Proceedings of the IAIE Annual Conference, Athens, 22-28 July 2009.

Μιχαήλ, Δ. (2010) Η στάση των Αλβανών Μεταναστών γονέων απέναντι στο Ελληνικό Νηπιαγωγείο: Ζητήματα ταυτότητας, γλώσσας και στρατηγικές ενσωμάτωσης. *Εθνολογία 14*.



*Course title:* **Introduction to sociology**

*Code number:* 0503O

*Tutor:* Nikos Fotopoulos, PhD, Assistant Professor in Sociology of cultural and educational practices

*ECTS credits:* 4

*Course type:* Optional

*Course level:* Introductory

*Year of studies:* 2nd

*Semester:* 4th

*Course content:* Sociology as a science. The concept of society and social cohesion. The social integration of the individual. The concept of social change. Socialization, social institutions and social control. The concept of social stratification. Labour. Culture. Difference and deviance. Introduction to political sociology.

*Teaching methods:* Lectures and individual work (research, reading and writing)

*Student workload:* 120 hours

Lectures: 44 hours

Individual work: 36 hours

Preparation for essay writing (examinations): 40 hours

*Expected learning outcomes:* Students are expected to be able to analyze and interpret various social phenomena by using basic social theories.

*Assessment methods:* Written examinations and /or research essays

*Teaching language:* Greek

*Suggested reading:*

Giddens, A. (2004) *Sociology* [in Greek]. Athens: Gutenberg.

Tsaousis, D (2004) *Hunan's Society* [in Greek]. Athens: Gutenberg.

*Course title:* **Sociology of Culture**

*Code number:* 0507O

*Tutor:* Nikos Fotopoulos, PhD, Assistant Professor in Sociology of cultural and educational practices

*ECTS credits:* 4

*Course type:* Optional

*Course level:* Introductory

*Year of studies:* 2nd

*Semester:* 4th

*Course content:* Sociology as a science. The concept of culture. The differentiation between culture and civilization, The role of mass culture, Cultural Industry, sociological approaches of culture,

*Teaching methods:* Lectures and individual work (research, reading and writing)

*Student workload:* 120 hours

Lectures: 44 hours

Individual work: 36 hours

Preparation for examinations: 40 hours

*Expected learning outcomes:* Students are expected to be able to analyze and interpret various social and aesthetic phenomena by using basic social and cultural theories.

*Assessment methods:* Oral examinations and /or research essays

*Teaching language:* Greek

*Suggested reading:*

Filias V. (2000) *Sociology of Culture* [in Greek]. Athens: Papazisis

Smith P. (2006) *Cultural theory*, [in Greek]. Athens: Kritiki

*Course title:* **Political culture and political education**

*Code number:* 0511O

*Tutor:* Evaggelia Kalerante, PhD, Assistant Professor of Educational Policy

*ECTS credits:* 4

*Course type:* Elective/ optional

*Course level:* Advanced

*Year of studies:* 3rd

*Semester:* 5st

*Course content:* Educational policy development is examined in the framework of political culture, as manifested in the behavioral patterns of social actors, in connection with the political structure and social education inequalities generated and regenerated against a political background are analyzed Educational policy interpretations are studied in reference to a political cultural ideological educational complex.

*Teaching methods:* Lectures, seminars, small individual or group works,

*Student workload:* 150 hours

Lectures: 36 hours

Tutorials: 10 hours

Individual study and research (literature searching, searching in the internet): 10 hours

Field work Composition of the final work: 20 hours

Preparation for final examinations: 36 hours

*Expected learning outcomes:* A critical study of educational legislation, educational institutions structures and functions, and political carriers is expected to be followed, along with the political culture dynamics in educational policy under variable global circumstances.

*Assessment methods:* Oral exams

*Teaching language:* Greek and English

*Suggested reading:*

Tsiakalos, G. (1999). Humane dignity and social marginalization-educational policy in Europe. [in Greek]. Athens: Ellinika Grammata

Bourdieu, P. (1990). Successors: Students and culture. [translated in Greek]. Athens: Kardamitsa

Arnot, M.(2004). Gender stereotypes perpetuation. (Educational policy and feminist policy). [translated in Greek]. Athens: Metaixmio

*Course title:* **Pre-school education sociology**

*Code number:* 0517O

*Tutor:* Evaggelia Kalerante, PhD, Assistant Professor of Educational Policy

*ECTS credits:* 4

*Course type:* Elective/ optional

*Course level:* Introductory and basic

*Year of studies:* 1st

*Semester:* 2st

*Course content:* The sociology of education is underscored, with particular reference to special pre-school education programs

*Teaching methods:* Lectures, small individual or group works,

*Student workload:* 90 hours

Lectures: 36 hours

Individual study and research (literature searching, searching in the internet): 34 hours

Preparation for final examinations: 20 hours

*Expected learning outcomes:* Students are expected to be able to tie basic sociological concepts

and theories with the functions and features of pre-school education and understand the social role assumed by kindergarten, especially as a carrier of compensatory education of social groups with special cultural and social characteristics.

*Assessment methods:* Final written examinations. Individual or group work during the classes.

*Teaching language:* Greek and English

*Suggested reading:*

Kiridis, A. (1999). Sociological approach to pre-school education. [in Greek]. Thessaloniki: Kiriakidis

Banks, O. (2001). Sociology of education. [translated in Greek]. Thessaloniki: Paratiritis

*Course title:* **Social and educational policies for the early childhood in the EU-countries**

*Code number:* 07190

*Tutor:* Kalliope Vrinoti, Assistant Professor in Comparative Education, Department of Preschool Education, University of Western Macedonia (Florina, Greece)

*ECTS:* 4

*Course type:* Optional

*Course level:* Advanced

*Year of studies:* 4th

*Semester:* 6th

*Content:* The main target of the course is the comparative study of selected policies of education and care for children in early childhood in connection with family policies. In this frame the historic dichotomy between institutions of care on one side and institutions of education on the other side will be examined with the target to work out the consequences of this dichotomy for the development of a coherent social and education policy on national and supranational level.

*Methods of teaching:* Lectures, tutorials and essay writing

*Description of workload:*

Lectures: 36 hours

Tutorials: 10 hours

Preparation for tutorials: 10 hours

Individual research & study: 24 hours

Total workload in hours: 120

*Expected learning outcomes:* The target is the development of students' abilities to analyze comparatively social and educational policies for early childhood and for the family in the

changing national and supranational context.

*Methods of assessment:* Written examinations and short essays.

*Teaching Language:* Greek and German

*Suggested reading:* Andersen, G-E., (2002) Why we need a New Welfare State. OXFORD.

Huber, E. & J. D. Stephens, (2001) Development and Crisis of the Welfare State. The University of Chicago Press. Andersen, G-E., (2000) Social Foundations of Postindustrial Economies. OXFORD. OECD, (2006) Starting Strong II. Early Childhood Education and Care. Organisation for Economic Co-operation and Development.

*Course title:* **Society and Life Long Learning: institutions, structures and policies**

*Code number:* 0516O

*Tutor:* Nikos Fotopoulos, PhD, Assistant Professor in Sociology of cultural and educational practices

*ECTS credits:* 4

*Course type:* Optional

*Course level:* Introductory

*Year of studies:* 2nd

*Semester:* 2th

*Course content:* Sociology as a science. The concept of Life Long Learning. The role of adult education, The role of stakeholders in LLL, Sociological approaches of LLL, Accreditation - Certification - Recognition of Learning Outcomes, European Qualifications Framework and LLL. Vocational Training

*Teaching methods:* Lectures and individual work (research, reading and writing)

*Student workload:* 120 hours

Lectures: 44 hours

Individual work: 36 hours

Preparation for examinations: 40 hours

*Expected learning outcomes:* Students are expected to be able to analyze and interpret various social phenomena by using basic educational and social theories.

*Assessment methods:* Oral examinations and /or research essays

*Teaching language:* Greek

*Suggested reading:*

Keplanidis M. –Vrinioti (2004) Life Long Learning [in Greek] Athens:Ellinika Grammata

Prokou.E (2009) LLL and Adult Education in Greece and Europe, [in Greek] Athens: Dionikos

**0600. Special education**

*Course title:* **Intellectual Disabilities**

*Code number:* 0603 O

*Tutor:* Anastasia Alevriadou, PhD, Associate Professor in Special Education

*ECTS credits:* 4

*Course type:* Optional

*Course level:* Specialization

*Year of studies:* 3rd

*Semester:* 5th

*Course content:* The concept of intellectual disabilities. The role of adaptive behavior. The developmental approach of mental retardation by Zigler. Motivational factors: The "difference" approach. The role of attention and memory strategies in intellectual disabilities. Cognitive rigidity. Genetic syndromes and intellectual disabilities. Williams, Down, Fragile-X syndromes. Vocational training and intellectual disabilities. Intervention programs for children with intellectual disabilities. Programs for reading readiness for children and adolescents with intellectual disabilities.

*Student workload:* 100 hours

Lectures: 36 hours

Case studies presentations: 10 hours

Individual work (library search, internet search for bibliography): 24 hours

Preparation for exams: 20 hours

Visits in special schools: 10 hours

*Expected learning outcomes:* Students are expected to grasp satisfactorily the meaning of mental retardation both in theoretical and research terms. Special emphasis is given in inclusive education. Programmes of cognitive and social skills for children and adolescents with mental retardation are presented.

*Assessment methods:* Written examinations

*Teaching language:* Greek and English

*Suggested reading:*

Alevriadou, A., & Giaouri, S. (2009). *Genetic syndromes of mental retardation: A developmental and educational approach*. Thessaloniki: University Studio Press. (in Greek)

Alevriadou, A., & Giaouri, S. (2011). *Psychosocial development of children with intellectual disabilities and Down syndrome: Detection of difficulties and intervention programs*. Kozani: Entyposis. (in Greek)

Burack, J., Hodapp, R. & Zigler E, (1998) *Handbook of mental retardation and development*. Cambridge, MA: Cambridge University Press.

Dykens, E.M, Hodapp, R. & Finucane, B.M. (2000) *Genetics and mental retardation syndromes: A new look at behavior and interventions*. Baltimore., MD: Paul K Brookes.

Goldstein S. & C. Reynolds (1999) *Handbook of neurodevelopmental and genetic disorders in children*. New York: Guilford Press.

Rondal, J., Perera, J. & Nadel, L (1999) *Down syndrome: A review of current knowledge*. London: Whurr Publishers.

*Course title:* **Learning Disabilities - Early intervention programmes**

*Code number:* 0604 O

*Tutor:* Anastasia Alevriadou, PhD, Associate Professor in Special education

*ECTS credits:* 4

*Course type:* Optional. The presence of the students in the lessons is mandatory because of the analysis of the case studies.

*Course level:* Specialization

*Year of studies:* 3rd

*Semester:* 6th

*Course content:* The importance of the early intervention programs in Special Education. Early intervention programs in Europe and in the USA. The role of the Family. Pre-school children "at risk" to develop learning disabilities. Visuo-motor coordination problems in preschool children. Speech and language problems. Assessment of kindergarten readiness. Assessing phoneme awareness.

*Expected learning outcomes:* Students are expected to become familiar with some basic knowledge about learning disabilities and early intervention programs. Moreover they are expected to understand the risk factors that can be found at the preschool years and are critical for the onset of learning disabilities at the primary school years.

*Assessment methods:* Written examinations and /or research essays

*Teaching language:* Greek

*Suggested reading:*

Padeliadu, S. (2012). Learning disabilities and education. Athens: Pedio. (in Greek)

Chatzihristou, X. (2004). An introduction to School Psychology. Athens: Ellinika Grammata. (in Greek)

## **0700. Pedagogy**

*Course title:* **Minorities, Migrants and Education**

*Code number:* 0713O

*Tutor:* Domna Michail, PhD, Associate Professor in Social Anthropology, Early Childhood Education Department

*ECTS credits:* 4

*Course type:* Optional

*Course level:* Advanced

*Year of studies:* 2nd

*Semester:* 3rd

*Course content:* The course deals with the education of minorities and immigrants. It introduces students to the theories of ethnicity, nationalism but also to the way language and religion are related to the construction of ethnic and national identity in the modern nation-states. Migration theory, national and international migration policies, EU and international law regulations in relation to migration are also presented. Emphasis is given to the ‘second generation’ immigrants in Greece and abroad, the issue of citizenship and conferral of nationality under Greek and international law. The course also deals with the issue of the immigrants’ economic and social and economic integration, the ‘second generation’ issue, their participation into the Greek educational system and their citizenship rights. The ways that power relations between minority and immigrant groups and the Greek society affect educational processes are examined and case studies of school ethnographic research are presented to the students. The students take part in a final school ethnographic research which is designed each academic year for the needs of the course.

Lectures: 36 hours

Tutorials: 10 hours

Preparation for individual or group essays: 10 hours

Individual research and study: 24 hours

Preparation for exams: 40 hours

*Total workload:* 120 hours

*Expected learning outcomes:* The students come into contact with the perspective of the anthropology of education in relation to ethnic minorities and immigrants.

*Assessment methods:* Written exams and final research project

*Teaching language:* Greek and English

*Suggested reading:*

Μιχαήλ, Δ. (2003[1992]). *Έθνος, Εθνικισμός και Εθνική Συνείδηση: Μια ανθρωπολογική προσέγγιση*. Θεσσαλονίκη: Αντ. Σταμούλης



- Τσιούμης, Κ. (2003). *Ο μικρός άλλος" Μειονοτικές ομάδες στην προσχολική εκπαίδευση*. Θεσσαλονίκη: Ζυγός
- Φραγγοδάκη, Α. (1997). *Τι ειν' η πατρίδα μας*; Αθήνα: Αλεξάνδρεια.
- Χριστόπουλος, Δ. (1997). *Το Μειονοτικό φαινόμενο στην Ελλάδα*. Αθήνα: Κριτική.
- Μιχαήλ Δ. 2005 “Το Ζήτημα της Ταυτότητας των Πομάκων: Ιστορική και Ανθρωπολογική προσέγγιση”. *Περί Θράκης*.. Τόμος 4.
- Μιχαήλ Δ. (2010) Η στάση των Αλβανών Μεταναστών γονέων απέναντι στο Ελληνικό Νηπιαγωγείο: Ζητήματα ταυτότητας, γλώσσας και στρατηγικές ενσωμάτωσης. *Εθνολογία* 14.
- Michail D., (2009) “Working here, investing here and there: present economic practices, strategies of social inclusion and future plans for return amongst Albanian immigrants in a Greek-Albanian border town” *Journal of Southern European and Black Sea Studies*, 9(4): 539-554.
- Michail, D. (2013) “Social development and transnational households: Resilience and motivation for Albanian immigrants in Greece in the era of economic crisis”, *Journal of Southern European and Black Sea Studies*, 13(2): 265-279.

*Course title:* **Educational Policy and Rights**

*Code number:* 07150

*Tutor:* Evaggelia Kalerante, PhD, Assistant Professor of Educational Policy

*ECTS credits:* 4

*Course type:* Elective/ optional

*Course level:* Advanced

*Year of studies:* 2nd

*Semester:* 4st

*Course content:* Educational policy design principles and positions are subjected to a comparative study of expected related educational reforms. Terms of educational policy reform legitimation regarding political structures and globally defined rights are specified. Deviations from legislation as theoretically conceived from applications, as practically feasible are analyzed.

*Teaching methods:* Lectures, seminars, small individual or group works,

*Student workload:* 150 hours

Lectures: 36 hours

Tutorials: 10 hours

Individual study and research (literature searching, searching in the internet): 20 hours

Field work Composition of the final work: 10 hours

Preparation for final examinations: 36 hours

*Expected learning outcomes:* Educational legislation is approached as a political exercise, with an interpretive analysis of the convergence of national educational policy with international educational policy or its divergence from it, and evolving perceptions of political rights.

*Assessment methods:* Oral exams

*Teaching language:* Greek and English

*Suggested reading:*

Papadakis, N. (2003). Educational policy. [in Greek]. Athens: Ellinika Grammata.

Tsaousis, D. (2007). Education policy of International organization. [in Greek]. Athens: Gutenberg.

Hall, S., Held D. & McCrew A. (2003). Innovation now days. [translated in Greek]. Athens: Sabalas.

*Course title:* **Educational Policy and Gender**

*Code number:* 07160

*Tutor:* Evaggelia Kalerante, PhD, Assistant Professor of Educational Policy

*ECTS credits:* 4

*Course type:* Elective/ optional

*Course level:* Advanced

*Year of studies:* 3

*Semester:* 6st

*Course content:* Gender is used as a conceptual tool of educational identity and structure in education. Gender related assumptions, definitions, predeterminations and developmental processes within the academic environment are studied, drawing widely on a “gender studies” material. An interfiled approach in conjunction with different study areas researches gender stereotypes in formal and informal educational programs.

*Teaching methods:* Lectures, seminars, small individual or group works,

*Student workload:* 150 hours

Lectures: 36 hours

Tutorials: 10 hours

Individual study and research (literature searching, searching in the internet): 20 hours

Field work Composition of the final work: 10 hours

Preparation for final examinations: 36 hours

*Expected learning outcomes:* The importance of the variable of gender in contemporary educational approaches is to be comprehended. New fields of knowledge regarding the socialization of individuals as social and political subjects with concomitant problematics raised gender studies ought to be appreciated.

*Assessment methods:* Oral exams

*Teaching language:* Greek and English

*Suggested reading:*

Baiou, N. & Stratigaki, M. (2010). Gender and research. [in Greek]. Athens: Metaixmio.

Arnot, M. (2006). Gender stereotypes perpetuations processes. [translated in Greek]. Athens: Metaixmio.

Stratigaki, M. (2006). Gender orientated social policy. [in Greek]. Athens: Metaixmio.

*Course title:* **Introduction to the Science of Education**

*Code number:* 07200

*Tutor:* Kalliope Vrinoti, Assistant Professor in Comparative Education, Department of Preschool Education, University of Western Macedonia (Florina, Greece)

*ECTS:* 4

*Course type:* Optional

*Course level:* Introductory

*Year of studies:* 2<sup>nd</sup>

*Semester:* 3<sup>rd</sup>

*Content:* In the first part of the course the theoretical foundation and the delimitation of the field of educational science are developed and thereby the basic pedagogical concepts according to the social constructivist approach are explicated. In the second part the main issues are discussed, such as the basic characteristics and the preconditions of educational processes, the goals and means of education and learning, and also the pedagogically relevant groups and the educational institutions. Finally, the research methods and the methodological problems of educational science will be examined.

*Methods of teaching:* Lectures, tutorials and essay writing

*Description of workload:*

Lectures: 36 hours

Tutorials: 10 hours

Preparation for tutorials: 10 hours

Individual research & study: 24 hours

Total workload in hours: 120

*Expected learning outcomes:* The students are expected to be able to co-construct a continuously renewed theoretical framework in which they will put and analyze the phenomena of the complex and multidimensional educational practice, in order to develop a stance of critical reflection.

*Methods of assessment:* Written examinations

*Teaching Language:* Greek and German

*Suggested reading:* Bartlett, S. & Burton, D., (2007) Introduction to Education Studies. SAGE

*Course title:* **Transition from preschool to primary school and cooperation between the two institutions**

*Code:* 0721O

*Tutor:* Kalliope Vrinoti, Assistant Professor in Comparative Education, Department of Preschool Education, University of Western Macedonia (Florina, Greece)

*ECTS:* 4

*Course type:* Optional

*Course level:* Advanced. Students should have attended the introductory course in “Introduction to the Science of Education”

*Year of studies:* 3rd

*Semester:* 6th

*Content:* The course is based on the eco-systemic model of Bronfenbrenner (1979). It consists of two interconnected parts, namely “transition” and “cooperation”. In the first part, the problems but also the challenges will be examined, which are caused by the interruption of continuity in the process of education and learning. In the second part, the cooperation between Kindergarten and primary school will be analyzed as the main factor, which can ensure continuity during this transition. The perspective of compensatory education and also the perspective of the rights of the children as citizens belong also to the main part of the course. During this course the students will have the possibility to conceive and to design integrated programs of transition and cooperation or to evaluate aspects of a program.

*Methods of teaching:* Lectures, tutorials and essay writing

*Description of workload:*

Lectures: 36 hours

Tutorials: 10 hours

Preparation for tutorials: 10 hours

Individual research & study: 24 hours

Total workload in hours: 120

*Expected learning outcomes:* It is expected that the students will develop a critical stance towards the institutional relation between Kindergarten and primary school by developing a position for using transitions as a tool for change (Dunlop 2007: 151). It is also expected that this will be manifested in the students' planning of actions of transition-and-cooperation

*Methods of assessment:* Written examinations and short essays.

*Teaching Language:* Greek and German

*Suggested reading:* Griebel, W. & Niesel, R. (2002). Co-constructing transition into kindergarten and school by children, parents and teachers. In H. Fabian, A-W. Dunlop (Eds.), *Transitions in the early years* (pp.64-75). Routledge Falmer.

Griebel, W. & Niesel, R. (2004). *Transitionen*. Beltz.

Dockett, S. & Perry, B. (2007) *Transitions to School*. UNSW PRESS

Dunlop, A-W & Fabian, H., (Eds.) (2007) *Informing transitions in the early years*.

McGrawHill

### **0800. Educational Management**

*Course Title:* **Quality Assurance, Entrepreneurship and Innovation in Education**

*Code:* 0803O

*Name Instructor - status:* Sophia Anastasiadou, Associate Professor in Statistics and educational research, Department of Preschool Education, P.D.M.

*ECTS:* 4

*Course Type:* Optional

*Level of course:* Deepening

*Year of study:* 4th

*Semester:* 8th

*Course content:*

I. Theoretical part:

Theoretical and practical training systems for the quality and organization and management of quality engineering. Includes design study quality systems standards for quality assurance of total quality models of quality costs etc. Also includes introduction to Envelopment Analysis. It also includes examples of development of innovative business ideas, suggestions and examples.

II. Practical part: Presentation of a business innovative research / project / proposal on education.

*Teaching methods:* Lecture/ Computer Lab.

*Workload of students:* 100 hours

Lectures-Computer Lab: 36 hours.

Individual research and study (finding literature, Internet research): 24 hours.

Preparation for the exam: 40 hours

*Expected learning outcomes:* The aim of the course is the students and to prepare young scientists with comprehensive expertise in technology control and quality assurance, which will staff the schools. Assessment methods: works or written exam or combination

*Language of instruction:* Greek

*Indicative bibliography*

George Bohoris, 2013, Testing, Quality Assurance & Improvement, Provider (Publisher):

GEORGE BOCHORIS

Iordanoglou Dimitris, 2008, Human resources management in modern organizations, EdS.

KRITIKH.

*Course title:* **Special quality assurance issues, entrepreneurship and innovation in education**

*Code:* 0805O

*Name of lecturer - status:* Sophia Anastasiadou, Associate Professor in Statistics and educational research, Department of Preschool Education, P.D.M.

*ECTS:* 4

*Course Type:* Optional

*Level of course:* Deepening

*Year of study:* 4th

*Semester:* 8th

*Course Content:* The aim of the course is theoretical and practical training in both quality schemes and in the technical organization and management of quality and certification. Is thorough presentation quality management techniques regarding the design, development and systems and total quality models like efqm etc., cost study, financial management, ethics etc. Additionally is the education of students in specific quality management issues and study the reliability of systems thereof. The aim is to develop innovative business proposals in education, evaluation and certification by the students for the course.

*Workload of students :* 100 hours

Lectures: 36 hours

Individual research and study (finding literature, Internet research): 12 hours

Preparation for individual and group exercises: 22 hours

Preparation for the exam: 30 hours

*Expected learning outcomes:* Training for female students and students in quality assurance issues, entrepreneurship and innovation in education.

*Assessment Methods:* Work and written exam

*Language of instruction:* Greek

*Indicative bibliography*

Avlonitis Stamatis. Controls and Quality Assurance (+ cd-Rom). 2012

Provider (Publisher): MARIA Parikia Co. Ltd.

George Bohoris. 2013. Control, Quality Assurance & Improvement

Provider (Publisher): GEORGE BOCHORIS

0804O (Not available)

### **0900. Greek language**

*Course title:* **Language, Society and Education**

*Code number:* 0906O

*Tutor:* Anastasia Stamou, Assistant Professor in Sociolinguistics and discourse analysis, Department of Preschool Education, University of Western Macedonia (Florina, Greece)

ECTS credits: 4

*Course type:* Optional

*Course level:* Advanced. Students should have attended the introductory course in general linguistics.

*Year:* 2nd

*Semester:* 4th

*Content:* The aim of the course is to present sociolinguistic aspects of education. The centripetal role of education to promote a specific linguistic code, ‘standard variety’, which is in competition with the home linguistic codes of many students, is discussed. Linguistic prejudices at school are considered. The concept of ‘standard variety’ as accounted for by the theory of Bernstein (restricted and elaborated code) and the systemic functional linguistics of Halliday (orality and written mode) is analyzed. The concept of bilingualism as an important factor of linguistic heterogeneity at contemporary (Greek) school is presented, which is approached as an instance of clash between restricted code or orality (students’ mother tongue) and elaborated code or written mode (standard Greek as school language norm). Finally, the major types of bilingualism and bilingual education are presented.

*Methods of teaching: Lectures, tutorials and essay writing*

*Description of workload*

Lectures: 36 hours

Tutorials: 10 hours

Preparation for tutorials: 10 hours

Individual research & study: 24 hours

Preparation for examinations: 40 hours

Total workload in hours: 120

*Learning outcomes:* Students are expected to become familiar with the homogenized mechanism of education and the necessity for the management of linguistic variation at school in order to bridge social inequalities. They will primary become aware of the fact that the school linguistic model constitutes a structurally distinct linguistic code being appropriate for specific —and not necessarily for all— communicative settings, which must be added to and enrich the students' linguistic repertoire.

*Methods of assessment:* Written examinations and/or short essays

*Teaching Language:* Greek and English

*Suggested reading:*

Baker, C. (1996). *Foundations of Bilingualism and Bilingual Education*. Clevedon: Multilingual Matters Ltd.

Baker, C. (2000). *The Care and Education of Bilinguals*. Clevedon: Multilingual Matters Ltd.

Bernstein, B. (1990). *Class, Codes and Control*. Vol. IV, *The Structuring of Pedagogic Discourse*, London: Routledge.

Cummins, J. (1981). *Bilingualism and Minority Language Children*. Ontario: Ontario Institute for Studies in Education.

Gee, J.P. (1996). *Social Linguistics and Literacy: Ideology in Discourse* (2<sup>nd</sup> edition). London: Taylor & Francies.

Halliday, M. A. K., & Martin, J. (1993). *Writing Science: Literacy and Discursive Power*. London: Falmer Press.

*Course title:* **Language, Texts and Communication**

*Code number:* 0907O

*Tutor:* Anastasia Stamou, Assistant Professor in Sociolinguistics and discourse analysis, Department of Preschool Education, University of Western Macedonia (Florina, Greece)

ECTS credits: 4



*Course type:* Optional

*Course level:* Advanced. Students should have attended the introductory course in general linguistics.

*Year:* 3rd

*Semester:* 5th

*Content:* The course introduces students to approaches of discourse analysis having developed in linguistics (text linguistics) and emerged from the dialogue of linguistics with social sciences (conversation analysis, critical discourse analysis). The different approaches (critical and non-critical) are demarcated. The relation of linguistic approach to the view of language as communicative competence as well as the connection of sociolinguistic approaches with the theory of social construction (social constructionism) are discussed. Central concepts of discourse analysis approaches are analyzed, such as 'text', 'discourse' and 'context'. The basic theoretical assumptions and analytical tools of each approach are considered (e.g. standards of textuality in text linguistics, sequential organization in conversation analysis, ideological use of vocabulary and syntax in critical discourse analysis). The presentation of discourse analysis approaches is made comparatively and through their application to a wide range of authentic linguistic material, such as ads, press articles, SMS and TV news interviews.

*Methods of teaching:* Lectures, tutorials and essay writing

*Description of workload*

Lectures: 36 hours

Tutorials: 10 hours

Preparation for tutorials: 10 hours

Individual research & study: 24 hours

Preparation for examinations: 40 hours

Total workload in hours: 120

*Learning outcomes:* Students are expected to become aware of the dynamic role of language as a communicative resource and as a form of social practice. Moreover, they will realize how different methods of (socio)linguistic analysis can be applied to the same text, giving insights into linguistic practices from a different perspective.

*Methods of assessment:* Written examinations and/or short essays

*Teaching Language:* Greek and English

*Suggested reading:*

Clayman, S. & Heritage, J. (2002). *The News Interview: Journalists and Public Figures on the Air*. Cambridge: Cambridge University Press.

- Coulthard, M. (1977). *An Introduction to Discourse Analysis*. London: Longman.
- De Beaugrande, R. & Dressler, W. (1981). *Introduction to Text Linguistics*. London: Longman.
- Fairclough, N. (1992). *Discourse and Social Change*. Cambridge: Polity.
- Georgakopoulou, A. & Goutsos, D. (2004). *Discourse Analysis: An Introduction* (2<sup>nd</sup> Edition). Edinburgh: Edinburgh University Press.
- Kress, G. (1989). *Linguistic Processes in Sociocultural Practice* (2<sup>nd</sup> Edition). Hong Kong: Oxford University Press.
- Psathas, G. (1995). *Conversation Analysis*. Thousand Oaks: Sage.

*Course title:* **Critical literacy**

*Code number:* 0908O

*Tutor:* Anastasia Stamou, Assistant Professor in Sociolinguistics and discourse analysis, Department of Preschool Education, University of Western Macedonia (Florina, Greece)

ECTS credits: 4

*Course type:* Optional

*Course level:* Advanced. Students should have attended the introductory course in general linguistics.

*Year:* 3rd

*Semester:* 6th

*Content:* The course introduces students to issues of critical literacy. It is distinguished from functional literacy. It is linked to the development of the necessary skills to make students and future citizens to function effectively in different situational settings, but also to critically produce and interpret a wide range of genres. Critical literacy is examined on macro- and micro-level. Macro-level concerns the dominant literacy practices of a speech community: e.g. what reading and writing practices occur in different situational contexts, what genres are used by a given speech community, what is the cultural meaning attached to each genre etc. Micro-level involves ‘critical language awareness’, namely, how students can become aware of the latent ideological meanings constructed in particular texts (e.g. the racist use of language in the media).

*Methods of teaching:* Lectures, tutorials and essay writing

Description of workload

Lectures: 36 hours

Tutorials: 10 hours

Preparation for tutorials: 10 hours

Individual research & study: 24 hours

Preparation for examinations: 40 hours

Total workload in hours: 120

*Learning outcomes:* Students are expected to elaborate on the skills that are necessary to develop for the effective production and reception of texts (with elements of oral and written mode, both linguistic and multimodal ones), leading to social empowerment. They will primarily become aware of the fact that critical literacy is a much wider concept than the learning of reading and writing.

*Methods of assessment:* Written examinations and/or short essays

*Teaching Language:* Greek and English

*Suggested reading:*

Barton, D. (2007). *Literacy: An Introduction to the Ecology of Written Language*. Oxford: Blackwell.

Baynham, M. (1995). *Literacy Practices: Investigating Literacy in Social Contexts*. London: Longman.

Cook-Gumperz, J. (1986) (eds.). *The Social Construction of Literacy*. Cambridge: Cambridge University Press.

Cope, B. & Kalantzis, M. (1993) (eds.). *The Powers of Literacy: A Genre Approach to Teaching Writing*. London: Falmer Press.

Fairclough, N. (1992) (eds.). *Critical Language Awareness*. London: Longman.

Gee, J.P. (1996). *Social Linguistics and Literacy: Ideology in Discourse* (2<sup>nd</sup> edition). London: Taylor & Francies.

### **1000. Literature**

*Course Title:* **Creative Writing and Education**

*Code number:* 1004O

*Tutor:* Triantafyllos, H. Kotopoulos, Assistant Professor in Greek Literature with emphasis on Children's Literature

*Course Type:* Selective compulsory

*Course Level:* Introductory and basic training

*Year of studies:* 4th

*Semester:* 7th

*Course Content:* Creative Writing and the way it was constituted as an academic discipline. The taught *metathesis* of creative writing. Educational scopes and objectives of Creative Writing in modern Greek educational reality. The workshop and the concept of

development and cultivation of creativity in an individual and group level. Educational practices of creative writing in education.

*Teaching Methods:* Workshop lessons with the assistance of lectures, workshop exercises in groups, individual assignments.

*Student Workload:* 100 hours.

Workshop - lectures: 36 hours

Workshop exercises: 10 hours

Preparation for individual and group exercises: 10 hours

Individual research and study (finding relative literature, research on the Internet): 24 hours

Preparation for the exams: 20 hours

*Expected learning outcomes:* The students will be studying the epistemological conditions of establishing Creative Writing as an academic discipline and their particular characteristics. Furthermore they will delve into ways of teaching *metathesis* of a particular discipline and appropriate teaching suggestions for small pupils. Personal involvement in the process of writing will gradually lead the students in the acquisition of the fluency of, sharing an intrinsic approach to literature which Creative Writing suggests, teaching exercises of creative writing to children, but also to be able to highlight those points of literary text that makes it an attractive reading material and a multi-cultural fact. Students will acquire the skills to become sufficient and meaningful readers. The composition of personal literary texts will be the last stage of the expected learning results.

*Assessment methods:* individual and group tasks to be carried out during the six months period

*Teaching Language:* Greek

*Indicative bibliography:*

Harper, G. & Kroll, J. (2008) *Practice, Research and Pedagogy*. Clevedon, Buffalo, Torodo: Multilingual Matters LTD.

Gill, J. (2008). Writing for Children and Young Adults, in Graeme Harper (Eds) *Creative Writing Guidebook*. New York: Continuum, 97-110.

Myers, D.G. (2006). *The Elephants Teach*. Chicago and London: The University of Chicago Press.

Vasilaki, A. & Giannakoudakis, L. (2009) *Creative Writing in primary school*. Athens: Kedros.

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

(2009). *Can you lend me fifty drachmas for cigarettes*; Thessaloniki, Publication of the University of Macedonia

Kotopoulos, H.T., Vakali, A.& Zografou M. (2013) *Creative Writing in*

*kindergarten.* Thessaloniki: Epikentro.

*Course title:* **Introduction to the history of the book**

*Course code:* 1006 O

*Number of credits:* 4

*ECTS:* 4

*Course type:* Optional

*Course level:* Introductory and basic training

*Year of study:* 2nd & 3rd

*Semester :* 4th & 6th

*Course content:* Introduction to the history of the book (manuscript-printed) which is identified with the history of the Civilization. History of writing, graphic matters, reading, libraries, typography, bookbinding. The timeless usefulness and usability of the book. The position, the role and viability of the book in education, today.

*Teaching methods:* Lectures, workshop applications.

*Description of the student's workload:*

Lectures: 30

Common workshop exercises: 40

Student's preparation for workshop exercises: 16

Individual research and study: 10

Preparation for the monitoring of the course: 10

Attendance in activities on the book : 12

Cooperation with the teacher: 2

Total hours: 120 hours

*Teacher' name* - professional grade: Efi Papageorgiou, Special workshop teaching staff (Workshop of Education on the Book )

*Expected outcomes:* the students will become acquainted with the history of the book in order to reevaluate and to redefine their educational relationship with it. They will enrich their knowledge for the book as an object, so you are able to apply them in trained-intense process.

*Evaluation Methods:* Workshop final work (construction), participation in actions of the workshop during the semester.

*Requirements:* -

*Language of teaching:* Greek

*Indicative bibliography:*

- Barbier, Frederic (2002). History of the book. Athens: Metechmio Press.
- Iliou, Phil.(2005). History of the Greek book. Crete: University Press
- Bolter, Jay David (2004). Writing Space. Computes, Hypertext, and the Remediation of Print. Athens: Metaichmio
- Mioni, E. (2004). Introduction to Greek Palaeography and Codicology. Athens: MIET.

*Course title:* **Introduction to Book Arts**

*Course code:* 1007 O

*Number of credits:* 4

*ECTS:* 4

*Course type:* Optional

*Course level:* Deepening level

*Year of study:* 3rd & 4th

*Semester :* 5th & 7th

*Course content:* the fruitful relationship of the student with the book as an object. Acquaintance with the arts and techniques of producing a book. Binding – Typography – Publishing tasks.

Library activities. Reading techniques.

*Teaching methods:* lectures, workshop applications.

*Description of the student's workload:*120

Lectures: 30

Common workshop exercises: 40

Student's preparation for workshop exercises: 18

Individual research and study: 18

Preparation for the monitoring of the course: 10

Cooperation with the teacher: 4

Total hours: 120 hours

*Teacher' name - professional grade:* Efi Papageorgiou, Special workshop teaching staff (Workshop of Education on the Book )

*Expected training results:*

The students will acquire specialised knowledge with regard to the art bookbinding and the handmade typography, experiencing the unbreakable relation of matter – content. It will be in place they and they design and produce a handmade book according to all editorial, typographi biblio-economic rules.

*Methods of evaluation:* Final workshop (construction), participation in actions of the workshop

during the semester

*Requirements:* -

*Language of teaching:* Greek

*Indicative bibliography:*

Gianiris, Andreas – Gianiri, Froso A.(1983).Bookbinding: art and technique. Athens: Douni, Kiki.(2010). The art and technique of bookbinding.

Athens: Benaki Museum

Bringhurst, Elizabeth (2004). Elements of medieval art typography. Athens: University Press of Crete

Technical proceedings of the 1st World Conference on typography and Visual communication (2002). Thessaloniki:University Press of Macedonia.

*Course title:* **Poetry for children and adults**

*Code number:* 1006O

*Tutor:* Triantafyllos H. Kotopoulos, PhD, Assistant Professor in Greek Literature with specialisation in Children's Literature

*ECTS credits:* 3

*Course type:* Optional

*Course level:* Basic training

*Year of studies:* 2nd

*Semester:* 3rd

*Course content:* Undermining the term "Children's Literature". What is not poetry. Poetry and linguistic teaching - the catalytic influence of school ideology in Children's Literature. "Children's poetry" or "poetry for children and adolescent". Brief historical review: G. Vizyinos, Al. Pallis, Z. Papantoniou, V. Rotas. Reading and analysing modern children's poetry. Modern poetic models' general characteristics. Poems for adults and children – '30's generation: Od. Elytis, G. Seferis, G. Ritsos. The reader of poetry. Reading, memorisation, teaching.

*Teaching methods:* Lectures, short individual and group assignments, group tutorials.

*Student workload:* 100 hours

Lectures: 36 hours

Tutorials: 10 hours

Preparation for individual and group assignments: 20 hours

Individual research and study (literature search, Internet search): 24 hours.

Preparation for examinations: 20 hours.

*Expected learning outcomes:* Students will become familiar with Children's poetry and will conceive its different operation and peculiarity (sound, voice, words' material effect return, and oral attributions). They will realise the close bonds of education and Children's Literature. They will learn the basic and essential elements that characterise children's age (innate spontaneity, explosive imagination, and tendency for playing). They might associate the constant contact and communication between children's poetry and poetry for adults through the approach of the more important poets of the '30's generation. They will also practice in reading and reciting poems.

*Assessment methods:* Written examinations or/and short individual and group assignments during the semester.

*Teaching language:* Greek

*Suggested reading:*

Souliotis, D. (1995). *Alphabet for poetry*. Thessaloniki: G Dedousis.

Karakitsios, A. (2008) *Poetry for children and young people*, Thessaloniki: Zigos.

Kapsomenos, Er. (2005) *Poetic*. Athens: Patakis.

Karvelis, T. (1993) *Contemporary poetry*. Thessaloniki: Codes.

Iser, W. (1978) *The act of reading: a theory of aesthetic response*. Baltimore and London: The John Hopkins University Press.

Rosenblatt, L. (1978) *The Reader, The Text, The Poem: The Transactional Theory of the Literary Work*. Carbondale: Southern Illinois University Press.

*Course title:* **Modern Greek Literature and social marginalisation**

*Code number:* 1007O

*Tutor:* Triantafyllos H. Kotopoulos, PhD, Assistant Professor in Greek Literature with specialisation in Children's Literature

*ECTS credits:* 3

*Course type:* Optional

*Course level:* Advanced

*Year of studies:* 3rd

*Semester:* 6th

*Course content:* Brief introduction into the science of Grammatology (Literaturwissenschaft) and the sociological approach of Literature. Literary - feminist criticism. The metamorphoses of marginalised identity. Novel plot and system of values - the effort of re-structuring the social subject. Aspects of marginalised discourse in literary representation. Sovereign and marginalised



discourse - the dialectic relation for the determination and configuration of the collective conscience. Literature as the History of the anonymous person.

*Teaching methods:* Lectures, short individual and group work projects, tutorial exercises in groups.

*Student workload:* 100 hours

Lectures: 36 hours

Tutorial exercises: 10 hours

Preparation for individual and group assignments: 10 hours

Individual research and study (bibliography search, Internet search): 24 hours.

Exam preparation: 20 hours.

*Expected learning outcomes:* The students will become familiar with the literary attitudes toward the postwar social and political developments and the frequent effort to articulate a different discourse, altering the data of the official/sovereign version and defending all sorts of "life's losers". Students will examine closely the "enigmatic" character of modern Literature, that attempts to shape, in the level of artistic creation, an "inversion" of social reality, undermining the solidified significance of all different or marginalised "identity".

*Assessment methods:* Oral examinations or/and short individual and group assignments during the semester.

*Teaching language:* Greek

*Suggested reading:*

Evaggelou, K. (2005) *The social margin in the Greek and Italian postwar novel*. Thessaloniki: Epikentro.

Ampatzopoulou, Fr. (2005) *Literature as testimony*. Thessaloniki: Epikentro.

Kanatsouli, M. (2008) *The hero and the heroine with the thousands faces*. New opinions for the sex in the Children's Literature. Athens: Gutenberg.

Stephens J. (ed.) (2002) *Ways of Being Male. Representing Masculinities in Children's Literature and Film*. New York – London: Routledge.

### **1100. History**

*Course title:* **Modern European History**

*Code number:* 1102O

*Tutor:* Ifigenia Vamvakidou, Professor in Modern Greek history and culture

*ECTS credits:* 3

*Course type:* Compulsory

*Course level:* Introductory

*Year of studies:* 4th

*Semester:* 7th

*Course content:* The epistemological, thematic and methodological complexity which has characterized modern historiography since the 1960s until the end of the 20th century, the juxtaposition of the social history from below with the new cultural history, the linguistic shift, the reconstruction and colonization of historical discourse, events and ideas after the world War II.

*Teaching methods:* Lectures, short individual or group essays, tutorials in groups.

*Student workload:* 120hours

Lectures: 36 hours

Tutorials: 10hours

Preparation for individual and group assignments: 10 hours

Individual research and study: 24 hours

Preparation for examinations: 40 hours

*Expected learning outcomes:*

*Assessment methods:* Written examinations and short individual or group essays

*Teaching language:* Greek and English

*Suggested reading:*

Burke P. (2004) Autopsy: The uses of pictures as historical sources [in Greek]. Athens: Metaichmio.

Ferro, M. (2000) How history is narrated to children in the world [in Greek]. Athens: Metaichmio.

Williams, R. (1994) Culture and history [in Greek]. Athens: Gnossi.

## ***1200. Tradition and culture***

*Course title:* **Issues in History and Culture**

*Code number:* 1202O

*Tutor:* Ifigenia Vamvakidou, Professor in Modern Greek history and culture

*ECTS credits:*4

*Course type:* Optional

*Course level:* Advanced

*Year of studies:* 4th

*Semester:* 8th

*Course content:* Epistemological, thematic and methodological polymerization in modern historiography. Social and local history, linguistic and structural research in historical discourse, exercises in school history.

*Teaching methods:* Lectures, short individual or group essays, tutorials in groups.

*Student workload:* 120hours

Lectures: 36 hours

Tutorials: 10 hours

Preparation for individual and group assignments: 10 hours

Individual research and study: 24 hours

Preparation for examinations: 40 hours

*Expected learning outcomes:* Students will acquire advanced knowledge of the scope and methods of modern historiography with an emphasis on cultural analysis.

*Assessment methods:* Written examinations and short individual or group essays

*Teaching language:* Greek and English

*Suggested reading:*

Andreou, A. & Vamvakidou, I. (2006) The population of statues [in Greek]. Thessaloniki.

Bloch, M. (1994) Apology for history: The profession of the historian [in Greek]. Athens: Enallaktikes

Boeschooten, R.V. (1998) We have lived in rainstorm... [in Greek]. Athens: Plethron.

Braudel, F. (2002) The grammar of civilizations [in Greek]. Athens: M.I.E.T.

### ***1300 Informatics***

*Course title:* **Informatics and Artistic Creation**

*Code number:* 1303O

*Tutor:* Tharrenos Bratitsis, Assistant Professor

*ECTS credits:* 4

*Type of course:* Optional

*Course level:* Advanced

*Year of studies:* 3rd & 4th

*Semester:* 5th & 7th

*Course content:* The core aim of this course is to provide the necessary knowledge to the students in order to be able to create digital content for their educational activities and their school related duties. Within this context, students will be taught digital photography basics, image processing and audio processing. Furthermore, they will be guided on how to combine their products in order to create video clips. Also, they will be familiarized with video recording and digitizing, so as to be able to record in school activities and produce proprietary DVDs. Finally, they will be taught how to combine the acquired knowledge in order to create educational activities which fall under the digital storytelling approach.

*Teaching methods:* Laboratory hands-on activities and tutorials, video tutorials (flipped learning approach), individual and group assignments

*Student workload:* 120 hours

Lectures: 36 hours

*Teaching Language:* Greek and English

*Course title:* **Development of Educational Software**

*Code number:* 1304O

*Tutor:* Tharrenos Bratitsis, Assistant Professor

*ECTS credits:* 4

*Type of course:* Optional

*Course level:* Advanced

*Year of studies:* 3rd & 4th

*Semester:* 6th & 8th

*Course content:* This course focuses on educational software design and implementation. Students are introduced to various aspects of educational software, methods of evaluation and assessment. Moreover, they are involved in the process of designing ICT based activities, exploiting software pieces that they create. For that matter, they are introduced to computer programming concepts, following an artistic approach which is based on theatre. Using mainly the Scratch programming platform, they learn how to design characters and scenes, combine them with sounds and even sensors and robots, while utilizing their knowledge on the creation of digital content from the course “ICTs and artistic creation”. Eventually, they are able to create their own ad-hoc software and propose lesson plans for its exploitation.

*Teaching methods:* Laboratory hands-on activities and tutorials, video tutorials (flipped learning approach), individual and group assignments

*Student workload:* 120 hours

Lectures: 36 hours

*Teaching Language:* Greek and English

#### **1400. Mathematics**

*Course title:* **Developing the Number Concept**

*Code number:* 1402O

*Tutor:* Konstantinos P. Christou, Assistant Professor in Mathematics Education

*ECTS credits:* 4

*Type of course:* Optional

*Course level:* Advanced

*Year of studies:* 4rd

*Semester:* 7th

*Teaching methods:* Lectures, short students' presentations, workshops

*Student workload:* 140 hours

Lectures: 26 hours

Tutorials: 10 hours

Preparation for individual or group essays: 10 hours

Individual research and study: 74 hours

Preparation for exams: 20 hours

*Course content:*

Main characteristics of the early understanding of the number concept, external and mental representations, the number as magnitude, the ordering of numbers, introducing to symbolic number representations, introducing to number words, early numerosity, subitizing, developing early number sense, number conservation and counting, early operations with numbers, the counting numbers vs the rational numbers, the natural number bias phenomenon and its consequences in later development of the number concept, scaffolding in the process of developing the number concept, the role of language in this process, everyday practices with numbers, mathematical activities that support the development of the number concept.

Expected learning outcomes:

Students are expected to acquire a deep understanding of the process of developing the number concept from an initial understanding of the counting number. In this course the students will be introduced to the most important research findings and the most influential theoretical frameworks in the field of the development of the number concept. By the end of the course it is expected from students to have developed a deep understanding of the properties and main characteristics of the concept of natural number and the difficulties students may face with this concept in pre-school years. In addition, it is expected from students to develop the necessary mathematical knowledge and also a clear view of the instructional materials that can be used in the kindergarten so as to be able to choose and properly use certain activities and learning materials for introducing the concept of number to preschool students.

*Assessment methods:* short presentations, written exams, individual essays

*Teaching language:* Greek and/or English

*Suggested reading*

Botson, C., Deliège, M. (1998). G. M Troulis (Ed.) Pre-Math Procedures and Concepts, Athens: Gutenberg. (in Greek)

Nunes, T. & Bryant, P., (2007). Children do mathematics. Desli, D. (Ed.), Athens: Gutenberg.

Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2007). Elementary and middle school mathematics: Teaching developmentally. Pearson

Κολέζα, Ε. (2006). Μαθηματικά και σχολικά μαθηματικά. Αθήνα: Ελληνικά Γράμματα.

Τζεκάκη, Μ. (2007). Μικρά παιδιά, μεγάλα μαθηματικά νοήματα. Αθήνα: Gutenberg

*Course title:* **Designing Learning Activities for Teaching Early Mathematical Concepts**

*Code number:* 1403O

*Tutor:* Konstantinos P. Christou, Assistant Professor in Mathematics Education

*ECTS credits:* 4

*Type of course:* Optional

*Course level:* Advanced

*Year of studies:* 3rd

*Semester:* 6th

*Teaching methods:* Lectures, class discussions, short students' presentations, workshops

*Student workload:* 140 hours

Lectures: 36 hours

Tutorials: 10 hours

Preparation for individual or group essays: 120 hours

Individual research and study: 44 hours

Preparation for exams: 30 hours

*Course content:*

Methods for choosing the more appropriate learning activity to use for teaching certain early mathematical concepts to certain age group students; methods for evaluating the learning activities and the learning materials; methods for designing learning material and learning activities using the theoretical and research findings for the specific mathematical concept; ways to make a complete lesson plan; ways to use the main taxonomies for educational objectives as reported in the international literature for mathematics education; ways to write down a correct learning objective; methods to adjust the learning materials and the learning activities to approach

the needs of specific group of students for specific learning tasks.

*Expected learning outcomes:*

Students are expected to be able to design a complete lesson plan that suggests specific activities and materials for teaching specific mathematical concepts, that: includes specific learning objectives, make use of the most adequate learning materials and methods for teaching specific mathematical concepts, to suggest specific ways of evaluating the activities that are suggested. Students should be able to adjust a research plan for different student groups but changing it accordingly. Students are also expected to become aware of the ways to design certain learning activities that respect students' individual differences and create a safe environment for learning mathematics.

*Assessment methods:* Written exams, individual and/or group essays

*Teaching language:* Greek and/or English

*Suggested reading*

Botson, C., Deliège, M. (1998). G. M Troulis (Ed.) Pre-Math Procedures and Concepts, Athens: Gutenberg. (in Greek)

Nunes, T. & Bryant, P., (2007). Children do mathematics. Desli, D. (Ed.), Athens: Gutenberg.

Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2007). Elementary and middle school mathematics: Teaching developmentally. Pearson

Κολέζα, Ε. (2006). Μαθηματικά και σχολικά μαθηματικά. Αθήνα: Ελληνικά Γράμματα.

Τζεκάκη, Μ. (2007). Μικρά παιδιά, μεγάλα μαθηματικά νοήματα. Αθήνα: Gutenberg

*Course title:* **New Trends and Alternative Perspectives in Mathematics Education**

*Code number:* 1404O

*Tutor:* Konstantinos P. Christou, Assistant Professor in Mathematics Education

*ECTS credits:* 4

*Type of course:* Optional

*Course level:* Advanced

*Year of studies:* 4th

*Semester:* 8th

*Course content:*

Students will be introduced to newest perspectives in the teaching of early mathematical concepts as suggested by the international literature of mathematics' educations, such as: group learning, learning using authentic and realistic mathematical activities, situated learning, learning as



participating in social activities using certain mathematical discourse, project based learning, peer-to-peer tutoring, learning with learning revision, critical pedagogy in mathematics educations, learning as experiential activity, emotions in learning, motivation, attitudes, metacognition, self regulation in learning, etc.

*Expected learning outcomes:*

Students are expected to have acquired a wide perspective of ways to teach mathematics in order to broaden their spectrum of possible learning methods that can be used. Students are expected to be able to refer to different perspectives in mathematics teaching and learning and refer to certain number of pros and cons for each of those perspectives.

*Teaching methods:* Lectures, class discussions, short students' presentations

*Student workload:* 120 hours

Lectures: 36 hours

Tutorials: 10 hours

Preparation for individual or group essays: 120 hours

Individual research and study: 44 hours

Preparation for exams: 30 hours

*Teaching language:* Greek and/or English

*Suggested reading*

Freudenthal, H. (1983). *Didactical Phenomenology of Mathematical Structures*. Dordrecht: Reidel Publishing Company.

Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2007). *Elementary and middle school mathematics: Teaching developmentally*. Pearson

Κολέζα, Ε. (2000). *Γνωσιολογική και διδακτική προσέγγιση των στοιχειωδών μαθηματικών εννοιών*. Αθήνα: Leader Books.

## **1600. Sciences**

*Course title:* **Organizing visits in science and technology museums**

*Code number:* 1603O

*Tutor:* Petros Kariotoglou, Professor of Science Education

*ECTS credits:* 4

*Course type:* Optional

*Course level:* Advanced

*Year of studies:* 2nd

*Semester:* 4th

*Course content:* Basic concepts and principles of informal Education are introduced. Emphasis is given in the school visits in Science and Technology Museums. Visits in two relevant places are organized, where field – work is being, real or virtual. Such a place is the Center for Science Dissemination and Technology Museum: Noesis (Thessaloniki), The Kozani Natural History Museum.

*Teaching methods:* Lectures, small individual or group assignments, final assignment.

*Student workload:* 120 hours

Lectures: 39 hours

Visits in places of non-formal education: 10 hours

Preparation of the individual or group work: 10 hours

Individual study and research (literature searching, searching in the internet): 12 hours

Composition of the final work – visit organization: 20 hours

Preparation for the final exams: 30 hours

*Expected learning outcomes:* Students know the basic principles of teaching and learning in the Science and Technology Museums, as well as the expected results. They also know how to plan, realize and assess school visits, in non – formal education places, real or virtual.

*Assessment methods* Small – scale individual or group works during the lessons (papers presentation). Final work: visit plan, in non – formal education places and its presentation in the classroom.

*Teaching language:* Greek and English

*Suggested reading:*

Hein, G. (1998) *Learning in the museum*. London & New York: Routledge.

Kariotoglou, P. (2003). Education in science and technology museums: Education programmes organization. *Themes in Education*, 4(2-3), 169–182.

Kariotoglou, P. (2003) School visits in science and technology museums: Teaching and research issues (p.p. 45-51). In A. Margetousaki & P. Michailides (Eds.) *Proceedings of the 3rd Hellenic conference: Science education and ICT applications in education*.

Psillos, D. & Kariotoglou, P. (Eds.) (1998) *Proceedings of the conference: The educational role of the Museum*. Thessaloniki: Technical Museum of Thessaloniki Publications.

*Course title:* **Pedagogical content knowledge of the Science**

*Code number:* 1604O

*Tutor:* Petros Kariotoglou, Professor of Science Education

*ECTS credits:* 4

*Course type:* Optional

*Course level:* Advanced

*Year of study:* 3rd

*Semester:* 5th

*Course content:* Three broad experimental units: Study phenomena of: Floating – sinking, b) heating – cooling, c) dynamic interaction effects. Each unit includes three experimental (laboratory work) lessons. In the first, students' conceptions on the relevant concepts and phenomena are revealed. In the second, these conceptions are tested by experiments. In the third, students plan experiments – activities, in the same subject, which are appropriate to be realized in the Kinder-garden, as preschool teachers. The framework is constructivist and the method is inquiry cooperative group-work.

*Teaching methods:* Group laboratory work with structured spread – sheet.

*Student workload:* 120 hours

Laboratory work: 39 hours. Preparation for the laboratory work report: 18 hours. Individual study and research (literature searching, searching in the internet): 26 hours. Composition of the final work: 40 hours

*Expected learning outcomes:* Students are able to realize experiments in order to test their onceptions. E.g. that everybody immersed in a liquid displace as water weight as its weight.

Moreover they can plan simple experiments for the Kinder-garden and place them in the teaching approach. As an example, to make a comparative thermometer, which reveal thermometer's principle of function to the infants.

*Assessment methods:* Written laboratory report for each group, per lesson. Final synthetic work and its presentation in the classroom.

*Teaching language:* Greek and English

*Suggested reading:*

Driver, R., Squires, A., Rushworth, P. & Wood-Robinson, V. (1998) *Constructing the Science concepts* [in Greek]. Athens: Typothito.

Fassoulopoulos, G., Tselfes, V. & Kariotoglou, P. (2003) Pedagogical content knowledge of Science: Connection Theory to practice. Laboratory instructions and spread-sheets. University of Western Macedonia.

Hewitt, P. (2004) *The concepts of physics* [translated in Greek]. Heraklion: University of Crete Publications.

Ravanis, K. (2003) *Activities in the kindergarten from the area of physics* [in Greek]. Athens:

Diptycho Publications.

*Course title:* **Concepts of Biology and their teaching**

*Code:* 16050

*Instructor:* Penelope Papadopoulou, Assistant Professor in Concepts of Biology in Education at the Department of Preschool Education of the University of Western Macedonia (Florina, Greece)

*ECTS credits:* 4

*Type of course:* Optional

*Course level:* Introductory

*Year:* 2nd

*Semester:* 3th

*Content:* The content of the course consists in: -The basics of Life Sciences history and the methodology which define their particular identity in Science. - Research findings on mental representations of biological concepts in preschoolers and children of low primary education. The achievement of early biological knowledge. -Planning educational activities based on research findings and suitable for teaching basic biological concepts to children of early childhood.

*Methods of teaching:* Lectures

*Description of workload*

Lectures: 36 hours

Tutorials: 10 hours

Preparation for tutorials: 10 hours

Individual research & study: 24 hours

Preparation for examinations: 40 hours

Total workload in hours: 120

*Learning outcomes:* Students are expected to become familiar with the educational research findings in teaching and learning biology concepts in preschoolers in order to plan and put into practice appropriate teaching.

*Methods of assessment:* Written examinations

*Teaching Language:* Greek and English

*Suggested reading:*

Mayr E. (1998) This Is Biology: The Science of the Living World

Braund M. R. (2001) *Primary Plants: A Handbook for Teaching Plant Science in the Primary School*, Birmingham: Questions.

*Course title:* **Teaching Biology – Laboratories and workshops**

*Code:* 1606O

*Instructor:* Penelope Papadopoulou, Assistant Professor in Concepts of Biology in Education at the Department of Preschool Education of the University of Western Macedonia (Florina, Greece)

*ECTS credits:* 4

*Type of course:* Optional

*Course level:* Advanced

*Year:* 3th

*Semester:* 5th

*Content:*

- Laboratories about basic concepts of molecular and cell biology and fundamental techniques of microscopic observation
- workshops about the biodiversity of our planet and its importance, basics of biotechnologies and bioethics, evolution theory as the main interpretive frame of living world.

*Methods of teaching:* Laboratory work – active learning group work

*Description of workload*

Lectures: 36 hours

Tutorials: 10 hours

Preparation for labs and workshops: 20 hours

Individual research & study (literature review – web navigation): 24 hours

Preparation for examinations: 30 hours

Total workload in hours: 120

*Learning outcomes:* Students are expected to familiarize with: laboratory work related with cell observation by use of microscope, biodiversities richness and current global situation, critical approach to the issues related with new biological technologies and

*Methods of assessment:* Short essays during the term and a final oral test.

*Teaching Language:* Greek and English

*Suggested reading:* Laboratory worksheets, fact sheets and notes.

***1700 Aesthetic education***

1701 C - Visual arts workshops (not available)

***1800 Music education***

1807 C - Children's songs and creative musical applications in pre-school age (not available)

***1900. Theatrical play - Puppet theatre***

*Course title:* **Theatre Education**

*Code number:* 1903O

*Tutor:* Stamatis Gargalianos, Assistant Professor in Early Childhood Pedagogy

ECTS credits: 4

*Type of course:* Optional

*Course level:* Introductory

*Year of studies:* 3d

*Semester:* 5th

*Course content:* Introduction to Theatre. History and development of theater in Greek and international level. Small theater exercises and games on improving the expression of infants, physically and verbally. Analysis of the basic forms of theater, such as types of roles, stage types, categories of drama, great writers, great theatrical directors. Theater here is the reason for the socialization of children and the approach of social structures in everyday life. Younger students learn to estimate theater and regularly attend presentations when they grow up.

*Teaching methods:* Lectures, short individual and group essays, theater presentations in small groups.

*Student workload:* 120 hours

Lectures: 36 hours

Tutorials: 10 hours

Preparation for individual or group essays: 10 hours

Individual research and study: 24 hours

Preparation for exams: 40 hours

*Expected learning outcomes:* Students in this course will be able at the end of the semester to know basic concepts of theater, both in micro- and as in a mega- level. Saying "micro" we mean knowledge of theatrical exercises that are helpful in Kindergarten, so that tomorrow's graduates will be able to educate and animate children. On the other side, by saying "macro" we mean general knowledge of theater, such as its History, major theater writers and directing principal trends.

*Assessment methods:* Small theater presentations during the semester and final written essay.

*Teaching language:* Greek and French

*Suggested reading:*

Alkistis, Kouretzis, L. (1993). Theater Education I – Book for the teacher. Athens: OEDB

Gargalianos, S. (2000). Theater Education- Theater Games. Thessaloniki: Alfa-Sigma

Grammatas, T. (1997). Theater Education and Teachers Training. Athens: Typothito-G. Dardanos

Grammatas, T. (1996). Fantasyland: Theater for junior and young public. Athens: Typothito-G. Dardanos

*Course title:* **Organisation of Theatre Plays**

*Code:* 1904O

*Tutor:* Stamatis Gargalianos, Assistant Professor in Early childhood pedagogy

ECTS credits: 4

*Course type:* Compulsory - Optional

*Course level:* Advanced

*Year of studies:* 3rd

*Semester:* 6th

*Course content:* Ways to organize theatrical performances. Approach methods of plays and dramaturgical analysis. Modern directing trends in international and Greek Theatre. Staging small theatrical performances and their analysis by the students and the professor. Methods of collaboration between directors and actors in rehearsals as well as during performances. Parallel theatrical actions, such as Marketing, Advertising, Scheduling, Preparation techniques. The role of parents and other colleagues in Schools during rehearsals. Constructing sceneries and costumes, by the help of external collaborators.

*Teaching methods:* Lectures, small theater presentations, short individual and group essays.

*Student workload:* 70 hours

Lectures: 36 hours

Tutorials: 16 hours

Preparation for individual and group work: 20 hours

Individual research and study: 20 hours

Preparation for final essay: 24 hours

*Expected learning outcomes:* At the end of the semester students will be able to organize theatrical performances, execute programs based on theater plays, especially for Schools and Kindergartens. They will also know basic concepts on organizing and directing, as well as plays' analysis. They will be able to teach a play to children so that the pupils can understand the

content and accomplish artistic and organizational expectations of both parents and Preschool teachers.

*Assessment methods:* Small theater presentations during the semester and final written essay.

*Teaching Language:* Greek and French

*Suggested reading:*

Come to play. (Elate Na Paixoume). (1998). Ten creative steps for a school presentation. Athens: Kastaniotis

Gargalianos, S. (2010). Organization of Theater Presentations-The contribution of Arts of Cinema, Music, Plastic Arts, Dance. Thessaloniki: Alfa-Sigma

Elm, D., Taylor S. (2010). Representing wholeness: Learning via theatrical productions. in: Journal of Management Inquiry. No 19: 127

Sarmaniotis, X. (2005). Management. Athens: Giourdas Publishing

Taylor, S. (2008). Theatrical performance as unfreezing-Ties that Bind at the Academy of Management. in: Journal of Management Inquiry. No 17: 398.

Tzortzakakis, K., Tzortzaki A. (2002). Organization and Administration. Athens: Rosili

*Course title:* **Dramatization**

*Code:* 1905O

*Tutor:* Stamatis Gargalianos, Assistant Professor in Early childhood pedagogy

ECTS credits: 4

*Course type:* Optional

*Course level:* Advanced

*Year of studies:* 3rd

*Semester:* 6th

*Course content:* Dramatization of small scenes from everyday life in order to familiarize young children to the function of theater in everyday life. As basic material here are used images from history and the present, pictures of everyday life, as published in the Greek press. Are also used literary and other kinds of texts, as well as small human stories which are represented by a very simple theatrical way, so that students and young students approach the art of theater.

*Teaching methods:* Lectures, small theater presentations, observation and reflections.

*Student workload:* 120 hours

Lectures: 36 hours

Individual research and study: 30 hours



Preparation for final essay: 24 hours

*Expected learning outcomes:* At the end of the semester the students will know how to dramatize theatrical or not texts, such as fairy tales, short stories, stories of friends and relatives, but also images from school or extracurricular books. They will also know dramatization basic rules, such as "Raza Tabula", the Signs Zero to Ten, the use and analysis of images or photos, how to dramatize songs or melodies, as well as many theatrical or extra-theatrical material.

*Assessment methods:* Small theater presentations during the semester and final written essay.

*Teaching Language:* Greek and French

*Suggested reading:*

Alkistis. (1983). Dramatization for kids. Athens: Alkistis

Alkistis. (1989). Dramatization's book. Athens: Alkistis

Alkistis. (2000). Dramatic Art in Education. Athens: Ellinika Grammata

Sextou, P. (1998). Dramatization-The pedagogue-animator's book. Athens: Kastaniotis

### **2000. Kinteic education**

*Course title:* **Developmental issues of kinetic dexterities**

*Code number:* 2002O

*Tutor:* Angeliki Tsapakidou, PhD, Professor in Motion-rhythmic training in pre-school education

*ECTS credits:* 4

*Course type:* Optional

*Course level:* Basic

*Year of studies:* 2nd

*Semester:* 3rd

*Course content:* Elements of developmental physical education (motion, cognitive, social and emotional). Bodily and motion development in pre-school and primary school children. Learning levels of skills (initial level, medium and advanced level of co-ordination). Developmental programmes with activities that relate to body, space and time knowledge. Motion dexterities (velocity, stamina, strength, flexibility, agility).

*Teaching methods:* Lectures, short assignments and experiential group activities

*Student workload:* 120 hours

Lectures: 16 hours

Practice / experiential activities: 40 hours

Preparation: 30 hours

Research and study: 14 hours

Preparation for the examination: 30 hours

*Expected learning outcomes:* Students will be informed adequately about basic elements of developmental physical education. They will learn to design their own motion models and activities and to go over from an individual activity to the team game. Moreover, they are prepared to design daily lesson plans and to evaluate them.

*Assessment methods:* Written and oral examinations, individual / group short assignments during the semester, and individual / group presentations.

*Teaching language:* Greek

*Suggested reading:*

Gallahue, D. (2002) *Developmental psychical education for today's children* [in Greek]. Thessaloniki: U.S.P. Publications.

Mosston, M. & Ashworth, S. (1994) *Teaching physical education* [in Greek]. Thessaloniki: Salto.

Mountakis, K. (1993) *The anatomy of a daily physical education lesson* [in Greek]. Thessaloniki: Salto.

*Course title:* **Measurement and Evaluation of perceptual- motor abilities and skills**

*Code number:* 2005O

*Tutor:* Klio Semoglou, Specialized teaching staff member in Physical education

*Course type:* Required Elective

*Course Level:* Advanced

*Year of Study:* 4th

*Semester:* 7th

*ECTS credits:* 4

*Course Work Load:* Teaching hours 36, students' preparation hours 24, data collection hours 24, supervision-assessment hours 12

*Course Goal:* After the end of the semester the students are able to undertake, organize and put through a research in the field of perceptual-motor abilities and skills

*Course Contents:* Motor development. The phases of motor development. Measurement and evaluation. Perceptual motor abilities/skills testing in early childhood education. Individual differences. Gender differences. Finger and manual dexterity. Visual-motor integration. Graphomotor skills. Hand preference. Reaction time. Feedback.

*Basic Literature:*

Gallahue, D. & Connely, F. (2002). Developmental physical education for all children. Thessaloniki: University Studio Press.

Drakos, G. & Mpinias N. (2005). Psychomotor treatment. Athens: Patakis.

*Methods of Teaching:* Lectures and workshops

*Evaluation Methods:* Research and examinations

*Language of Teaching:* Greek

*Course title:* **Creativity in motion, dance and games**

*Code number:* 2006O

*Tutor:* Angeliki Tsapakidou, Professor in Motion-rythmic training in pre-school education

*ECTS credits:* 4

*Course type:* Optional

*Course level:* Basic

*Year of studies:* 3rd

*Semester:* 6th

*Course content:* The concept of creativity. Classification of teaching aims. Perceptive faculties (kinesthetic, visual, aural, tactual, coordinative). Non-verbal communication (expressive movement, creative movement). Music-motion systems (Laban, Dalgroze, Orff). Creative dance, psychokinetic games, traditional games.

*Teaching methods:*

*Student workload:* 120 hours

Lectures: 16 hours

Practice / experiential activities: 40 hours

Preparation: 40 hours

Research and study: 14 hours

Preparation for the examination: 10 hours

*Expected learning outcomes:* Students will experience rhythm and motion through a series of practical sessions. They will develop rhythm and knowledge related to choreography in regional, traditional, national and international dances. They will be able to express themselves through motion and to design syllabi related to motion, dance and game.

*Assessment methods:* Written and oral examinations, individual / group short assignments during the semester, and individual / group presentations.

*Teaching language:* Greek

*Suggested reading:*

Gallahue, D. (2002) *Developmental psychical education for today's children* [in Greek]. Thessaloniki: U.S.P. Publications.

Mosston, M. & Ashworth, S. (1994) *Teaching physical education* [in Greek]. Thessaloniki: Salto.

Mountakis, K. (1993) *The anatomy of a daily physical education lesson* [in Greek]. Thessaloniki: Salto.

## D. General information for students

### 1. Living in the city of Florina

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

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

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

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

### 2. • Cost of living

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

### 3. • Accommodation

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

### *A. University Dormitory*

There are two possibilities:

- a) To obtain a place at free student housing for either Fall or Spring Term. You should complete and send the accommodation form until end of May of the previous year. This is because there are limited places at the University Dormitory and home students who study full-time usually have priority in taking these free places.
- b) To obtain a place at the University Erasmus “house”. This is a small house situated in the campus, with two rooms, a kitchen and a bathroom, furnished, with bed linen. The monthly cost for this is 50 euros per month. This symbolic rent includes bills and heating.

### *B. Hotel rooms*

Special prices are guaranteed for Socrates-Erasmus students in the following prices:

1. Lingos hotel: single room 30 euros, double room 50 euros (breakfast included)
2. Filippeion hotel: single room 30 euros, double room 50 euros (breakfast included)
3. Filareti hotel: single room 20 euros, double room 35 euros (breakfast included)
4. Hellinis hotel: single room 25 euros, double room 35 euros (breakfast included)

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

### *B. Shared Flats*

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

### *Students with dependents*

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

#### *Students with special needs*

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

#### Deadlines for submitting the accommodation forms are:

for Fall and Spring semester: 30<sup>th</sup> May of previous year

The accommodation forms should be addressed to:

Head of the International Relations and Educational Programmes Office  
University of Western Macedonia  
Parko Agiou Dimitriou  
GR-50 100 Kozani  
Greece  
Tel. +30-24610-56212  
Fax +30-24610-56303  
Erasmus@uowm.gr

#### **4 • Meals**

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

### 5 • Medical facilities

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

### 6 • Facilities for special needs students

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

### 7 • Student affairs office

Responsible for students' affairs in the Department of Early Childhood Education is Assistant professor Mrs. Penelope Papadopoulou tel. + 30 23850 55146, e-mail: ppapadopoulou@uowm.gr

### 8 • Study facilities

The School of Education is situated in newly established and renovated buildings, where the former Pedagogic Academy used to be located (1984-1989). The University campus is situated three kilometres outside the city of Florina on the national road Florina-Niki-borders. The expansion of buildings has begun since summer 1997.

The School's facilities include:

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



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

## 9 • Practical information for mobile students

### Getting There

#### By train or bus

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

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

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

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

#### By car

There are two ways to travel from Thessaloniki to Florina. The first is via the old Thessaloniki - Edessa – Bitola National Road (170 Km). From Thessaloniki centre ('Dimokratias Square' or 'Vardaris') take the west direction (to Edessa), follow the signs to 'Edessa' and then to 'Florina'.

The second way is via Kozani and the new Egnatia road (200 Km). From the Port take the south/south-west direction to 'Katerini'. After the 'Malgara' tools turn right following the signs to 'Veria' and 'Kozani'. Just before 'Kozani' turn right following the signs to 'Florina'.

Climate conditions about the weather in Florina can be obtained on [www.meteo.gr](http://www.meteo.gr)

## 10 • Language courses

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

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

#### 11 • Sports facilities

Gymnasium, football team and basket ball team.

#### 12 • Student associations

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