UNIVERSITY OF THE AEGEAN
SCHOOL OF HUMANITIES
Department of Primary Education

STUDY GUIDE
2016-2017

Undergraduate and Postgraduate studies in the Department of Primary Education of the University of the Aegean

Rhodes, September 2016
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Preface

The Department of Primary Education opened its doors in 1986 and was the first Department of the University of the Aegean to be established in Rhodes. It operated with 33 students and only 10 academic teachers during that first year. Many changes have occurred since then, as one can infer from the present Study Guide. The purpose of this publication is to provide incoming students with all the information they will need to embark on their new academic life. It will also be very useful for all students generally since it includes all the changes that have occurred since the previous academic year. Moreover, it is a fundamental source for all who are interested in pursuing postgraduate studies.

Our goal as members of the teaching staff is to help all students—undergraduate and postgraduates—to be well informed and as knowledgeable as possible about the current state of affairs of the Department, so as to enable all, teaching and research staff, student bodies, and the administration, to work collaboratively towards enhancing its academic and professional identity.

In conclusion, I thank all colleagues who helped produce the Study Guide of 2016-17. I would like to specially thank:

- Mr. Kostas Apostolos, member of EDDIP for editing and writing services,
- The Secretary of the Department and especially Mrs. Zouba Chrysoula and Mr. Kolokithas Dimitris for their assistance on issues related to the curriculum, and
- Mrs. Mary Karagianni and Mrs. Demetra Remoundou, external collaborators of the Department, who were responsible for the arrangement of archival materials, the translation of texts and course outlines for the purposes of the present guide and Departmental website.

Chairman of the Department of Primary Education
Sofos Alivizos
The University of the Aegean

Foundation and Development

The University of the Aegean was founded in 1918, in the general context of diverse national and economic upheavals which were happening after the Armistice of Moudros (17/30 October 1918). In April 1919, Greece was authorized by the Council of the Four Great Powers to take military control of the Smyrna region. Konstantinos Karatheodori, Professor at the University of Berlin then presented a proposal for the establishment of a new University. Considering the definitive dominant rights of Greece concerning the zone of Smyrna, on October 20, 1919, after Greece had taken over Smyrna, the renown mathematician submitted his request to the Greek government entitled “Plan for the establishment of a new University in Greece”. In this, he proposed the establishment of an Ionian University justifying it on the expansion of Greek territories and on the fact that the Greek world was the mediator between the Slavic and Turkish-Arab world and the West. The internationally recognized scientist believed that Athens, as the sole center of education in Greece, could no longer meet the educational needs of the Greek population. He therefore proposed three possible headquarters for the establishment of the new university: Smyrna, Thessaloniki and Chios, with criteria justifying each choice. The founding decree of the University of Smyrna was issued on December 1st, 1920 by the UNHCR in Greece. Konstantinos Karatheodori was appointed the official organizer. The initial plans anticipated the establishment of schools which would develop the region as a vital issue for the oversees Hellenic population. Upon reaching the implementation of the final plans, the University was acknowledged to be equal to other major European Universities. Despite this, the ensuing Asia Minor Catastrophe prevented its operation.

The University of the Aegean clearly reflected Konstantinos Karatheodori’s vision. Re-established in 1984, it is one of the newest Universities in Greece. After thirty years, the University has 16 different active departments, 33 graduate programs and offers one elective course of studies. It is ranked among the largest Universities in Greece. The administrative headquarters of the University of the Aegean are located in Mytilene, while a complex network covering all the Aegean regions makeup the various Departments located on the islands of Mytilene, Chios, Samos, Rhodes, Syros and Limnos.

The main objective of each of the departments of the University of the Aegean is to develop new subject areas -mainly interdisciplinary- that respond to the needs of contemporary Greece and the greater global society as well as to the demands and aspirations of students for achieving excellence through their education. Helping them attain skills and qualifications compatible with their current and future needs the high standards of studies provided by the university lead to excellent professional prospects for students. Committed to continuing development the University of the Aegean operates in accordance to Strategic Plans and Five-year Development Programmes. These programs reflect the experiences gained through the decades by earlier leaders of the university who faced the many practical difficulties involved in the operation of the University across the different departments situated as they are on border islands each with its own distinct circumstances. Due to the
unique challenges of communication among University Departments, the University of the Aegean is the first Greek University that has fully incorporated Information and Communication Technologies in its everyday practices therefore contributing to a large extent to the establishment of the Information Society.
Schools and Departments of University of the Aegean

School of Social Sciences (based in Mytilene, LESVOS)
- Department of Social Anthropology and History
- Department of Geography
- Department of Sociology
- Department of Cultural Technology and Communication

School of The Environment (based in Mytilene, LESVOS)
- Department of Environment
- Department of Marine Sciences
- Department of Food and Nutrition Sciences (based in Myrina, Lemnos)

School of Business (based in Chios, CHIOS)
- Department of Business Administration
- Department of Shipping, Trade and Transport
- Department of Financial and Management Engineering

School of Sciences (based in Karlovasi, SAMOS)
- Department of Mathematics
  - Track in Mathematics
  - Track in Statistics and Actuarial - Financial Mathematics
- Department of Information and Communication Systems Engineering
- Department of Product and Systems Design Engineering (based in Ermoupolis, Syros)

School of Humanities (based in Rhodes, RHODES)
- Department of Primary Education
- Department of Pre-school Education and Educational Design
- Department of Mediterranean Studies
Postgraduate study programmes

School of Social Sciences (LESVOS)

Department of Social Anthropology and History:
- Master of Arts in Social and Historical Anthropology
- Master of Arts in Gender, Culture and Society
- Master of Arts in Crisis and Historical Change

Department of Geography:
- Master of Science in Geography and Applied Geo-informatics
- Master of Science in Human Geography, Spatial Development and Planning

Department of Sociology:
- Master of Arts in Social Research on Regions Development and social cohesion
- Master of Arts in European Societies and European Integration
- Master of Arts in Urban and Environmental Sociology. Applied and Clinical Sociology

Department of Cultural Technology and Communication:
- Master of Science in Cultural Informatics and Communication

School of the Environment (LESVOS & LEMNOS)

Department of Marine Sciences:
- Master of Science in Integrated Coastal Management

Department of Environmental Studies:
- Master of Science in Environmental Policy and biodiversity Management
- Master of Science in Ecological Engineering and Climate Change
- Master of Science in Environmental Sciences (Master by Research) International MSc in "Environmental Policy and Management (ERASMUS MUNDUS)"

School of Business (CHIOS)

Department of Business Administration:
- Master in Business Administration (MBA)
- Master of Arts in Tourism Planning, Management and Policy

Department of Shipping, Trade and Transport:
- Master of Science in Shipping, Trade and Transport

Department of Financial and Management Engineering:
- Master of Science in Financial Management Engineering
School of Sciences (SAMOS & SYROS)

Department of Mathematics - Track in Mathematics (SAMOS):
- Master of Science in Mathematics
- Master of Science in Statistics and Actuarial-Financial Mathematics

Department of Information and Communication Systems Engineering:
- Master of Science in Technologies and Management of Information and Communications Systems
  - Information and Communication Systems Security
  - e-Government
  - Intelligent Information Systems
  - Communication and Computer Networking Technologies
  - Digital Innovation and Entrepreneurship

Department of Product & Systems Design Engineering (SYROS):
- Master of Science in Design of Interactive and Industrial Products and Systems
- Integrated Product Design and Innovation

School of Humanities (RHODES)

Department of Primary Education:
- Master of Education – M.Ed. in Educational Studies with Applications in Information Communication Technologies (ICT)
- Higher Education Policy. Theory and Praxis

Department of Pre-school Education and Educational Design:
- Master of Education – M.Ed. in Children’s Book and Educational Material
- Master of Education – M.Ed. in Environmental Education
- Master of Education – M.Ed. in New Forms of Education and Learning
- Master of Education – M.Ed. in Models of Educational Planning and Development

Department of Mediterranean Studies:
- Master of Arts in Archaeology of the Eastern Mediterranean from Prehistoric Times to Late Antiquity: Greece, Egypt, Near East
- Master of Arts in Linguistics of the Southeastern Mediterranean
- Master of Arts in Governance, Security and Development in Mediterranean
- Master of Science in Applied Archaeological Sciences
- Theatre as a social and political institution in the Mediterranean during Antiquity
University Unit of Rhodes

Url: http://www.rhodes.aegean.gr

The University Unit of Rhodes hosts the School of Humanities which consists of three Departments: Primary Education, Sciences of Pre-school Education & Educational Design and Mediterranean Studies. Providing an administrative support staff and a branch of the Central University Library, The School of Humanities is housed in two large two-level buildings (the former School of Constables and the former Kazarma Reggina). Both are equipped with recital halls, laboratories, libraries, staff and administration offices, and other facilities.

The city of Rhodes one of the richest cities in Greece is endowed with natural beauties and a magnificent topography. Its rich cultural heritage lends itself appropriately for the many events and activities which take place throughout the year. Located on the northern part of the island of Rhodes it is the capital of the Prefecture of the Dodecanese. The medieval sector of the city, with its impressive medieval fortress, has preserved its character through the ages and has been recognized as one of the Monuments of the World’s Cultural Heritage. Today, it is a living part of the modern city, a place where commercial, tourist and recreational activities take place, amidst the well-populated residential areas. In the modern division of the city the cosmopolitan atmosphere of a modern tourist resort dominates. This part of the city consists of imposing public buildings, spacious tree-lined streets, with, parks, beaches, and a rich and busy commercial center.

The island of Rhodes, extending 1,398 square kilometers, is the biggest island of the Dodecanese, upon which more than 100,000 inhabitants reside. The mild climate, the deep blue sea and the alluring beaches, along with the comforts of modern life, make Rhodes one of the most cosmopolitan and touristic ally developed destinations in Greece. A mountain range, much like a backbone, transverses the island, with its tallest peaks being the mountains: Attavyros (1,215 m. high), Artamytis (850 m. high), and Prophet Ilia [: Elija] (800 m. high). Small, bright green and smooth plateaus, picturesque creeks, traditional villages and the unique Valley of the Butterflies compose the beautiful unparalleled environment of the island.

Rhodes is connected by daily sea and air travel to Athens, Thessaloniki, Heraklion (Crete) as well as to the other islands of the Aegean and the Dodecanese.
Administration of University of the Aegean

The Administration of the University is managed by the Rector's Council, the Rector and the Senate.

Rector's Council
The Rector's Council consists of fifteen members in accordance with law no. 4009/11 (Government Gazette 195 A/9-6-11, as amended by the N.4076/12 (GG 159A /12-08-10). Eight members of the Council are tier professors or associate professors and one member represents the students of the University. The remaining six members are external members of the University.

The Rector of the Institute participates in the meetings of the Council, without the power of voting.

Rector
The Rector represents and manages the University, convenes the Rector's Council and the Senate and oversees the implementation of the decisions made by these bodies. Three vice-rectors assist the rector in official duties.

Senate
The Senate consists of:

- the Rector of the University,
- three Vice-Rectors,
- the Deans of the Schools,
- the Chairpersons of the Departments, the representatives of Associate Professors, Assistant Professors and Lecturers, student representatives of the Departments,
- the representatives of postgraduate students, a representative of Specialized Scientific and Teaching Staff (EEDIP and EEP), Special Technical Staff (ETEP) and of Administrative Staff.

The Chairpersons and the student body representatives of those Departments which are not autonomous participate in the meetings of the Senate without, however, having the power of vote. Furthermore, a representative of Adjunct Instructors, and a representative of the Legal Adviser Consultant of the University participate in the Senate, provided that they are summoned to attend the meeting(s).

Administrative services

1. General Management of Administrative Support
2. General Management of Technical Support and Technical Services
3. Secretariat of the Senate
4. Secretariat of the Rector's Council
5. Secretariats of different Schools
6. Secretariats of each Department
7. Rector’s Office
8. Quality Control Office

Management of Regional Administrative Support of Rhodes

In the University of the Aegean Regional Administrative Services are based on each island, Chios, Samos, Rhodes and Syros, excepting Lesvos.

These Regional Administrative Services include:
• Administration of Public/International Relations and Publications
• Management of Administrative Affairs
• Management of Finances
• The Secretariats of Different Schools
• The Secretariats of each Department
Support infrastructure of University of the Aegean

Each Department of the University has the necessary up-to-date technical infrastructure to support its curriculum. At the same time, the Library and the Information Technologies and Communications Department provide all University users with internet connection via the server AEGEAN-NET. The Career Services of the University offers access to information, services, and work opportunities.

The library of the University

URL: http://www.lib.aegean.gr

The University of the Aegean Library and Information Center was established in 1984, the same year as the University. It embodies the concept of a “library network”, that is, a network of its branches dispersed over six islands on the Aegean Archipelagos where the various Units (Schools and Departments) of the University of the Aegean are located. The Library began operating in 1986 and has since managed to overcome all the difficulties involved in the geographic dispersion of its branches. In fact, it has succeeded in promoting and defending its mission as a unified service with a single administrative unit, applying a common policy on all issues related to processing and cataloging, library strategies, planning and development.

At the same time, the Library’s goals are not limited to the conventional role of an Academic Library which supports the teaching and research work of its members in the academic community. Rather, it operates in a complex environment with a rich spiritual and cultural heritage, which it has managed to elevate, promote and preserve.

The purpose of the Library is to make up for the geographical isolation of the Aegean Islands by providing modern information services to users as well as acting as an Information Center for the Aegean Archipelagos as a whole.

The headquarters of the Library are located in Mytilene, with branches on five (5) islands: Chios, Samos, Rhodes, Syros and Lemnos. The library collection consists of 81,823 books and 714 print journal subscriptions, related to the various disciplines in the departments of the University.

Additionally, the collections include:

- Audiovisual material
- Databases
- Publications of the National Statistical Service
- Doctoral Theses

The collection is always up to date and includes Greek, English, French and German books. The University Library uses the DEWEY system of classification and follows the Anglo-American Cataloguing Rules 2. The thematic classification is based on the Congress Subject Headings.
There is an Online Public Access Catalogue (OPAC). Computer workstations are provided by the Library and Information Centre in all the branches to support study and research activity and academic needs of library users. These workstations have access to the Internet and to the electronic resources and services of the Library through its Portal. The authorized users of workstations must abide by the regulations of the library and Information center thereby acknowledging the Library’s mission and significant academic role.

Library Services
All in-service staff members of the University of the Aegean Library are entitled to borrow materials with the use of their membership card. To qualify for a Library member card, applicants must provide the required documentation to the staff of the library

Interlibrary Loaning Services
The interlibrary service of the University of the Aegean Library and Information Centre enables users to borrow materials that are not available in the local Library collection from other Libraries and Information Centers. Interlibrary loans are possible between Libraries and Information Centers and not between the lending library and the user.

Ordering Articles
The University of the Aegean Library allows users to order copies of journal articles from other Greek Libraries. Specifically, the Library belongs to the National Network of Scientific and Technological Libraries (EDETV), which is a network of Libraries that supports interlibrary loan of articles from journals of their collections. A copy of the journal article is delivered via email, fax, mail or courier (delivery period may vary from one (1) to fifteen (15) days) and users are notified to collect the copy from the University Unit (School and Department).

Electronic resources
Through the Library’s Portal, University members have full access to its databases (Science Citation Index, Premier, Books in Print etc), to the database of HEAL-Link (Wilson Web and OCLC) as well as to journals, e-books and to bibliographic databases. Access is provided through IP address recognition.

Information and Technology Services
Url: [http://www.aegean.gr/ype](http://www.aegean.gr/ype)

The main role of the Information Technology and Communication Department is to develop, operate and support the voice and data networks to serve the educational, research and administrative needs of the University. The headquarters are in Mytilene (Lesbos) with supportive units in all Universities (Chios, Samos, Rhodes, Limnos, Syros and Athens). The Information Technology and Communication Department with the AEGEAN-NET Network make up a convergence of audio-visual and telephone networks with computer networks while the telematic network is continuously redesigned and upgraded, always in accordance with the techno-economic potential set by the Senate of the Foundation. The services provided are:
● Internet connection via University Net (Gunet)
● Phone services
● Basic network services
● Support and User Assistance Service (helpdeks).
● Call costing service
● Videoconferencing and tele-education services
● Administrative services support

Safe data transfer is ensured in these particular instances:
● Keeping confidential information safe.
● Safely data storing
● Preventing all unauthorized access to network.

The Careers Services

Url: [http://www.aegean.gr/career](http://www.aegean.gr/career)

Through the establishment of Career Guidance Services, Greek Universities have created an interconnection between Higher Education and the Labor Market. These services provide guidance for graduates of Higher Education Institutions in planning for employment and consequently in achieving their career and professional goals. Through these services prospective employers can be informed about the abilities and skills of University graduates while students are, in turn, informed about the needs and requirements of Greek employers as well as the trends of the labor market especially in regard to scientific and technological personnel, within a constantly changing labor market.

Members of Careers Services participate in workshops and conferences so they are always well informed.

Services of the department include:
● Informing students about postgraduate study programs and scholarships, both in Greece and abroad.
● Advising students on job searching, on writing a CV and a cover letter, as well as guiding students with taking part in job interview.
● Providing a Database with CVs of all University graduates.
● Running workshops and seminars hosted by members of the University community and business executives.
● Providing information for graduates / graduates for available positions and information about the financial activities of companies.
● Informing companies and organizations for available graduates as well as their specialty.

All attempts are made to keep the official site of Career Service updated and current, so that users from all over Greece and abroad are well informed.

Moreover, Career Service focuses on these activities:
● Research «Job Prospects and Development of Graduates of University of the Aegean». 
- Daily reading of adverts on local and national newspapers.
- Keeping in touch with graduates via newsletters.
- Leaflets about "How to write a successful CV", "Selection Interview", "Cover Letter" and "Reference Letter".
- Conducting a pilot study with one hundred (100) companies and developing contacts with these companies in order to find positions and Internships.
- List of companies that are currently looking for graduates for employment.
- Running seminars and workshops for freshmen, such as "Postgraduate studies in Europe and America and Degree recognition in Greece."
- Career Days that include graduates giving interviews to employers and an archive of CVs.

Counselling Centre

URL: [http://www.aegean.gr/counselling/](http://www.aegean.gr/counselling/)

The Counselling Services Station of the School of Humanities of the University of the Aegean was founded in 2010 in a decision made by the Senate of the University. It began to provide its services on March 2011 offering psychological support and counseling to students of the University for the duration of their academic life. The Station targets those who are searching for advice and solutions to their personal problems so that they can realize their goals and personal fulfillment.

**Provided Services**
- Individual Counseling
- Group Therapy for Students
- Group Therapy for Parents
- Family Counseling
- Psychological support and guidance to Parents of Children with Special Educational Needs/Disabilities
- Health Education Groups
- Student Volunteer Network
- Detection of Developmental Disabilities in Children of Preschool & Early School Age
- Detection of Pupil Learning Disabilities in Primary and Secondary Education
- Remote Counseling
- Seminars

**Scientific coordinator:**
Prof. Tsamparli Anastasia, Cognitive Psychology

**Head of Station Operating:**
Mpakari Maria, MSc Organizational/Occupational Psychology

**Contact:**
Kleovoulos Building, Ground Floor, Democracy St. 1, Rhodes 85100.
Monday, Tuesday, Thursday, Friday 10:00 - 14:00 & Wednesday 16:00 - 20:00.
Phone number: 22410 99096
e-mail: SPsySAE@aegean.gr
Studying at the University of the Aegean

Undergraduate Studies

Student registration

The registration date for first-year students in Higher Education Institutions is announced through the press and media by the Ministry of Education, Research and Religious Affairs. Registration of persons in special categories (serious illnesses, athletes, foreigners, expatriates, Cypriots) is in accordance with the relevant provisions which are specified in the relevant legislation, as are the ranking and transfers to departments of the University of the Aegean.

Auditing students

Everyone who is at least 17 years old and is granted written permission by at least one instructor (whose courses he/she wishes to attend) is allowed to register as an auditing student. Foreign students - who come to Greece for limited time and don't wish to get registered as regular students - can also attend courses as auditing students.

Academic year

The academic year begins on September 1st and ends on August 31st of the following calendar year. Each semester includes 14 full weeks of teaching. The fall semester begins in the second half of September and the spring in the first half of February. The exact dates are specified by Senate decision in each academic year.

Course attendance and selection

Before the commencement of lessons each semester, all students are required to go through the process of registration for the courses he/she wishes to attend. Courses are categorized as Obligatory/Mandatory, Elective or Optional Obligatory, Elective/Optional, Supportive and practicum or Internship. While mandatory courses aim at providing students with a basic, solid scientific background, which is considered necessary for their specialization and training Elective and the Elective Obligatory courses provide deeper knowledge of the respective discipline making students knowledgeable with research methodology. The student can choose particular selective obligatory courses either freely or from certain categories of courses offered by the different thematic areas of the respective Undergraduate Studies Programmes. Many courses have a prerequisite for the successful completion of the corresponding obligatory courses. Finally, Supportive courses offer the student the opportunity to attend and study subjects in line with one’s personal interests.

Undergraduate thesis

A thesis may be written during the last semester of undergraduate studies. However it is not a prerequisite for the awarding of the first degree by most of the departments at the
University of the Aegean. The choice of the research topic is made in collaboration with a faculty member of the department, who is assigned supervisor. After the completion of the thesis, the student defends it in the presence of a three-member examination committee, consisting of faculty members whose research interests and knowledge accords with the subject of the thesis. The three-member committee is responsible to assessing and grading the undergraduate thesis.

Teaching methods

Teaching methods for each course are determined by the instructor as these are dependent on the nature of the course. Lectures are often undertaken by the specialist staff of the departments, who aim to direct students to a greater understanding of the curriculum helping them acquire the necessary skills for the specific subject. Consequently, Lectures aim at encouraging and promoting individual student effort not at providing the facts or ready answers. Seminars planned and organized by the head teacher of the course focus on the investigation of specific issues and operate complementary to lectures and recitals. The projects or presentations of students, other faculty members, and of invited scientists and specialists also function in this way. Supplementary courses, workshops and laboratory exercises are performed under the supervision of the responsible teacher, in accordance with the stated objective: training of students in the practical application of theoretical knowledge. Students, regardless of the section they attend are required to prepare essays, to complete lab reports and to participate in surveys. All these activities require intense study, literature research and knowledge of computers.

Student assessment - Examinations

Assessment methods for students’ performance vary as these depend on the nature of the discipline they are studying as well as the preferences of the course instructor. However, all methods are required to include some combination of written and oral examination and where applicable an evaluation of student performance in laboratory activities as well as the further assignments which are given during the year. The assessment of a student’s performance aims at examining the degree of assimilation of the knowledge provided during the educational process. Memorizing information is evaluated in combination with a student’s ability to comprehend and use facts, concepts and information in order to formulate his/her own arguments and conclusions. Each course is examined either in written or oral examinations at the end of the semester, or both, with essays written and often presented orally during the semester or with a combination of these methods. The instructor who is responsible for the course decides upon the method of examination. Students prepare for the final examinations with the help of course book, supplementary lecture notes, and a reference list of additional sources prescribed by the Instructor. There are two examination periods in each academic year which allows students who fail a course to make a second attempt within the same year. In case of failure in an obligatory course, the student has to attend it again in a following semester. In case of failure in an elective course, the student has the opportunity either to repeat it in a following semester or to replace it with another course.
Bachelor Degree

Upon successful completion of the Undergraduate Studies programme students earn their degree. They must have completed the required number of semesters, the required number of courses and when required, the graduate thesis. They must have also obtained the minimum required number of teaching units or ECTS units (European Credit Transfer System). All these requirements are established by the General Assembly of each department and are described in the Study Regulations of the corresponding department.

The way that the final grade of the degree is calculated is the same for all the Higher Education Institutions of the country and always in accordance to Ministerial Decision GG141/V3/2166 (Official Journal of the Hellenic Republic (GG) 308 Vol. B, 18.6.1987). The final grade is the average of the grades that the student has accumulated throughout his/her courses. If the student accumulates more teaching units than the required minimum, he/she may request an exemption of certain courses from the calculation of the final grade of the degree.

The final grade granted is written in the student's degree and ranges among: "good" (a grade lower than 6,49 [out of 10,00]), "very good" (a grade between 6,50 and 8,49) and "excellent" (a grade equal to or higher than 8,50), while the precise grade is marked down with two decimal digits.

An official graduation ceremony is organized by the department at the end of the each examination period. The specific dates are announced in advance by the Rector's Council of the University.

Summer Work Placement

Students' Summer Work Placement (or Summer Internship) (SWP or SI) is implemented in many of the Departments of the University of the Aegean. Each Department collaborates with various professional sectors and placement agencies (i.e. businesses, public organizations, institutes, research centres, etc.) that offer work placement to the students for two months during the summer. The objective of the SWP (or SI) is to help the students to understand the real work conditions of professional life, to use the theoretical knowledge that they acquire during their studies so as to facilitate their professional orientation. In this way, the links of collaboration between the academic staff of the University and the agencies of production are further forged, while the various sectors, agencies and business are given the opportunity not only to learn about the different domains and the level of the studies provided by the various Departments but also to participate by offering a post to graduates of the University.

The SWP (or SI) is an optional course, which students evaluate at the end by writing a Technical Report which, in turn, is evaluated.

An Adviser from the Academic Staff within the respective Department and a person in charge of the respective business or agency are allocated to each student who opts for the SWP (or SI). These two persons confer upon what the student will do while working in the business or the agency providing him/her with guidance and the necessary information.
Studies advisor

The Studies Advisor provides students with the necessary support, for coping with the demands imposed on them by the University. This support is reflected in the monitoring of the particular interests of the student, so the scientific and professional specialization gradually aligns with his / her personality and potential. The Studies Advisor also assists students in coping with difficulties or problems which arise during the course of their student life. All faculty members may become Studies Advisors. The number of students for each must not exceed 15. For students in the 1st year of their studies, the Studies Advisor is appointed by the General Assembly of the Department. The rest of the students choose their advisor freely, at the beginning of the fall semester submitting their choice along with their completed course registration form. Representative of the tasks of the Studies Advisor are the following:

• Helping students recognize their academic strengths and interests.
• Providing assistance in structuring an individual student’s program of study.
• Providing information and guidance on career planning.
• Providing information and assistance for postgraduate studies, scholarships and studies abroad.
• Providing information and advice on seminars, conferences, research programs and out-university courses.
• Facilitating student contact with university authorities, when necessary.

Students

From the first years of the university until today, there have been numerous active student groups in the University of the Aegean, all promoting cultural and other activities (i.e. sports) on the border islands of the Archipelago (i.e. the Aegean Sea) as well as encouraging freedom of speech and improvisation. The very existence of these groups is related to the need for young people to express themselves creatively through the arts. It is however an important contribution to local societies whose own activities are further enriched. These initiatives develop in all Schools of the University of the Aegean.

In the University Unit of Rhodes a basketball team is active. In addition there are several groups cultivating fine arts: a theatre group, which puts on two theatrical performances a year, a choir, and a film-cinema group, which provides weekly showings of films and pays tribute to important directors. Finally, students' dancing groups are renown in the community for their dancing performances.

More generally, students' groups organize conferences, meetings, talks and film shows which are relevant to the subjects and disciplines that interest their Departments. Within the context of these activities, a lot of important personages in the arts and in literature (belles letters) are invited to the islands which house the various Schools and Departments of the University.

The highlight of the University' cultural presence is “cultural” week which takes place annually on pre-designated University venues. During this period, all student groups gather on a different island putting on different performances and activities, and alongside these, they are provided with opportunities to get to know each other and discuss common problems and concerns, as members of the same academic community.
Research in the University of the Aegean

Apart from offering modern and qualitative education, the University of the Aegean nurtures and promotes basic and applied research. The University's co-operation with Greek and foreign Universities, Research Centres and Corporations as well as its well-equipped laboratories and the excellence of its Academic and Research Staff have all contributed to significant results that the University of the Aegean has shown in this domain.

The research policy of the Institution is to support every research initiative, and this has been supported by all Administrations of the University of the Aegean up to the present. Furthermore, the results of this policy have been two-fold. First, it has given the opportunity to all those who are interested in research to develop research initiatives. Secondly, the research policy has generated scientific disciplines, thus having made University well-known internationally.

The principle scientific research areas, in which the University of the Aegean is involved, are: Environmental Sciences and Technologies, Social Sciences, Finances and Business Administration, Information and Communications Technologies, Mathematics and Actuarial Science, Humanities and Sciences of Education.

Furthermore, the research carried out in and by the University of the Aegean has significantly contributed to the solution of local problems by connecting the University's operation with the local societies of the islands on which every Department is located. At the same time, it has contributed to the generation and support of high level Academic Staff, who can contribute substantially to fields of research, university education and production.

Simultaneously, and within the framework of its research policy, the University of the Aegean could not have ignored the importance of basic research. Considering the limited allocated resources for basic research, the University has funded numerous research projects carried out by its Academic Staff. The Research Committee is mainly responsible both for the submission of a complete proposal for the University's research policy to the Senate and for the implementation of this research policy. The management of research projects is a significant responsibility of the Research Committee. Within this framework, the Secretariat of Special Account of Research informs University's Academic and Research Staff for possible funding resources, encourages the submission of proposals for specific research projects and finally, directs and guides the University Staff how to find funds and how to proceed with fund-raising.
Academic programs and International Relations

Erasmus+ programme

The Erasmus+ programme is the European Union action programme for education and especially of higher education, aiming to improve the quality of university education and strengthen its European dimension. The Erasmus+ programme implements a set of actions, the main and most widespread of which is mobility of teachers and students between collaborating European Universities. Other actions of the programme are the organization and implementation of intensive study programs in cooperation with European universities, certification of the European Credit Transfer System (ECTS), the creation of thematic networks, etc. Common component of all actions of Erasmus+ is the systematic care to encourage transnational academic cooperation, which is achieved through the promotion of European mobility and mainly, by strengthening the academic recognition of studies and academic titles throughout the European Union.

The University of the Aegean actively participates in the Erasmus+ programme since 1990. In 2003, the European Commission awarded the university with the Erasmus Charter for Higher Education, which ensures the participation in the program for the entire second phase of its implementation, i.e. the academic year 2006-7.

The University of the Aegean, from its first years of operation until today, has established a wide network of international cooperation (over a hundred Erasmus+ bilateral agreements) and has an important "presence" in the European Partnership, through the academic mobility of students and teachers, and through activation of intensive and international studies programs, in which it participates as institution-organizer or as a university partner. The Office of Academic Programs and International Cooperation (International Office of Academic Programmes), which operates in Mytilene, has the administrative support of Erasmus+ program. It serves the needs of departments, teachers and students of all academic units of the University of the Aegean.

Students and staff mobility

The students and staff mobility with Erasmus+ programme is based on bilateral agreements between the Department and the partner European universities. Students and staff, with financial support from the National Agency (IKY) have the opportunity to visit for a certain period universities of the European Union and other countries of the consortium (Bulgaria, Romania). The Erasmus+ programme funds staff mobility, allowing university staff to teach and be trained abroad. The minimum duration is 1 to 2 weeks, with at least 8 hours of lectures per week at the host university.

The Erasmus+ programme offers a wide range of opportunities for students of all levels, undergraduate, graduate and doctorate to study abroad. The estimated time of studies in host universities is between three and twelve months. Students and doctoral candidates are able to study abroad for a period of 3 months (or one academic term or trimester), and up to a maximum of 12 months per study cycle. Erasmus+ enables students to study or train abroad more than once as long as a total maximum of 12
months per study cycle is respected (i.e. up to 12 months at Bachelor level including "short cycle" studies, up to 12 months at Master level, up to 12 months at Doctoral level).

Students who wish to move within the Erasmus+ programme should contact the Office of Academic Programmes and International Cooperation, which coordinates the mobility. They should also contact the teacher of the department, who is responsible to help them in developing the program of study at the host university.

**Erasmus+ incoming students**

The University of the Aegean, continuing a long tradition of hospitality and support of foreign students, hosts students from foreign European institutions. The University provides the incoming students support on information and organization, access to libraries and the laboratories, Greek language courses, accommodation and catering.

**European Credit Transfer System (ECTS)**

ECTS is part of the Erasmus+ Programme and its aim is the recognition of academic programs among EU and the transfer of credits from the host university at the home university. It enables students to recognise a part of their studies that was realized in another European university. It facilitates the integration of mobile students in the regular curriculum of foreign universities and guarantees transparency in the credits arising from the study period abroad. The implementation of ECTS requires a Learning Agreement between the student, the home and the host institution. The supervisor assists the student in the completion of the Learning Agreement, which accompanies the application form in the Erasmus+ programme.
Supporting Studies in the University of the Aegean

Student accommodation

Free accommodation is provided to eligible students by every University Unit. On the island of Chios, there is a University-owned Student Residence and in addition to this, rooms in hotels and hostels are rented by the University to provide extra student housing. On the islands of Lesvos, Samos and Rhodes, furnished hotel rooms are rented by the University. On the island of Syros, housing allowances are available for students at the end of the academic year. Students living in the Student Residence and the University-rented rooms must be eligible for free accommodation. Eligibility criteria are specified in the University's Bylaws/Regulation.

Student catering

The University of the Aegean provides subsidized catering in every University Unit. Students on the islands of Lesvos, Samos, Chios, and Rhodes eat at University-owned restaurants, whereas students on the island of Syros are entitled to eat at restaurants that have signed contracts with the University. Eligibility criteria for free meals are specified in the University's Bylaws/Regulations.

Health care

Upon request and on the premise that they do not receive any other social security services, students have the option to apply for the University's health care coverage, which is the same as the health care services provided to civil servants.

University books and materials

University books (required course books) and/or university notes for all modules taught in all the Departments of the University of the Aegean are provided to students free of charge through the Ministry of Education’s program EUDOXOS.

Students travel

All students of the University of the Aegean are entitled to a Student Travel Pass, effective for one year and renewable upon students' registration for the next academic year. Holders of such a pass are entitled to reduced fares when using the country's transport system.

Scholarships and Prizes

The State Scholarships Foundation (IKY) offers scholarships and awards to students annually during the first three years of their studies. It also offers prizes to graduates with exceptional achievement grades. The number of students eligible to scholarships in every Department depends on the number of the Department's students per academic year. Moreover, a
number of scholarships and prizes are awarded to the best students during their graduation by social agencies, local authorities and individuals.
Department of Primary Education

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Chair of the Department: Sofos Alivizos
tel.: 22410 99201

Head of the Department's Secretary: Zoumba Chrysoula
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Physiognomy of the Department

All the scientific objects of the Department compose an interdisciplinary framework of methodology and understanding of the pedagogical process, based on the diversity of knowledge and the combination of theory and practice. Throughout their four-year course of study students of the Department of Primary Education of the University of the Aegean acquire specialized training in their discipline and professional ethics.

Upon graduation students will have acquired the relevant scientific methodology and teaching ability as well as a knowledge of the general mental processes and skills that will allow them to understand the social function of science and education mechanisms and to identify their coordinates. This will contribute to their pursuit of the opportunities afforded to them in striving for learning conditions which will make possible the cultivation and spiritual formation of all children without discrimination of race, nation, religion and social class.

Particular emphasis is placed on the teaching of developing subject areas (e.g. environmental education, bilingual education, ICTS or the use of new technologies), on the research methodology and on modern approaches to educational and pedagogical issues.

The Department in Greek Academic Area

The curriculum of the Department of Primary Education of the University of the Aegean aims to ensure academic excellence, providing the theoretical bases needed by modern teachers of primary education in the disciplines of the humanities, social and natural sciences.

It covers the entire spectrum of the sciences of education, from educational theory and learning theories to the sociology of education and clinical and cognitive psychology. It also covers the humanities, social and natural sciences, with an emphasis on those cognitive areas that focus on so-called "teaching shift" in scientific knowledge, i.e. their transformation into subjects of the curriculum (Teaching of Language, Teaching of Mathematics, teaching of Physics, teaching of History).

The Department of Primary Education, in response to changing parameters of education, combines the thorough and critical knowledge in the fields of humanities, social and natural sciences with new subjects such as new technologies, bilingual education, environmental
education etc. Particular emphasis is given to new methodological approaches on educational and pedagogical issues. The curriculum incorporates new subjects to the extent dictated by the research. The approach of large spectrum of disciplines provides the opportunity of forming different but equivalent individual curriculum, which will meet individual talents and interests of students, under general guidance context.

Career opportunities

The curriculum of the Department of Primary Education of the University of the Aegean meets the needs of primary education of the country. This is evidenced by the large number of graduates who succeed by the first attempt in the ASEP examinations. In recent years, in the context of all-day schools, graduates of the Department of Primary Education staff the schools of primary education. Although many graduates of the department have been chosen for staffing other - except education - public services and private enterprises, the great "labor market" remains the primary education.

Structure of the Department of Primary Education

In the department there are the following non-statutory divisions:

A. Division of Educational Science and Psychology
B. Division of Social and Human Science and their Didactics
C. Division of Science – New Technologies and their Didactics
D. Division of Language, Literature and Folklore

Laboratories

The mission of all the laboratories of the Department is:

• To cover the teaching needs of the Department of Primary Education and other departments of the University of the Aegean, at undergraduate and graduate level, on issues related to the subjects of the laboratories.
• The cooperation with domestic and foreign research centers and academic institutions.
• The organization of seminars, symposia, meetings, lectures and making publications and presentations.

Linguistics laboratory

The Linguistics Laboratory serves the educational and research needs of the subject of language. More specifically, the laboratory's activities include the description and analysis of the modern Greek language based on the spoken and written word, the collection of dialectal material in a "Dialectology Archive" which aims to create the linguistic atlas of the Dodecanese, the study of bilingualism in Rhodes and bilingual education in general and the teaching of Modern Greek language.
Mathematics, Didactics and Multimedia Laboratory

The Mathematics, Didactics and Multimedia Laboratory serves the educational and research needs of the subjects of Mathematics, its Didactics and its applications and aims particularly at educating and training students of the department on multimedia, new methods and technologies. These subjects refer to the basic research in modern fields of mathematics, to applications of mathematics to new knowledge transfer technologies, to mathematics distance education technology with open and flexible systems, to the development of mathematical applications in multimedia environments and virtual reality, to special education and training sectors, to the development of material for learning and spreading of Mathematics applications for specific user groups.

Laboratory of Artistic & Cultural Education

The Laboratory of Artistic and Cultural Education serves the educational and research needs in the fields of art, culture, communication and cultural policy, and in the following subjects: History of Art, Introduction to Aesthetics, Anthropology and Art, Sociology and Philosophy of Art and Culture, Culture models, Modern Cultural Theory etc.

Laboratory of History and Social Sciences

The Laboratory of History and Social Sciences aims to research and develop educational applications in the following scientific areas: History, Epistemology and The Didactics of History, History of Education, Educational Policy, Political Science, Sociology, Religious Studies. New epistemological, institutional and technological developments in the field of education are taken directly into account in the design of laboratory actions. The Laboratory has been active for a decade, but the process of its institutionalization has only recently begun. It is housed in a small, but multi-functional room of the Department of Primary Education which hosts the following scientific activities: seminars, lectures, presentations of audio-visual educational material. Meanwhile, the same space is used for hosting a wide research infrastructure. This infrastructure is constantly expanding by donations and purchase of books, archives and audio-visual educational aids. In this way, the Laboratory manages not only to be a place where material is stored and the scientific activity of the professors of the department is hosted, but also to become a living space that helps researchers, graduate students, undergraduate students and anyone who is interested.

Natural Sciences Laboratory

The Natural Sciences Laboratory supports Physics Education and Physics' Didactics courses of the Department of Primary Education of the University of the Aegean. Collaborating in this are instructors of the university and teachers of primary and secondary education.

Laboratory of Psychology, Educational Research and Media in Education

The laboratory serves the educational and research needs of the subjects of Epistemology, Education and Teaching of Subjects of Knowledge, Psychology, Clinical Psychology, Pedagogy and Education of Media, Intercultural Communication. More specifically, the Laboratory covers research, educational and teaching needs of Educational Sciences and Psychology
field in the following knowledge areas: Educational Sciences, History of Education, Theories of Learning and Teacher Education, Educational Research, Adult Education, Clinical Psychology, Cognitive Psychology, School Psychology, Special Education, School Pedagogy, Education and Research of Education, Pedagogy of Media-Media education (media, cinema, ICT, Internet), History of Media in Education, Teaching of Media and Software Design, Distance Education, Comparative Pedagogy, Social Integration and Intercultural Education. The laboratory room is used as a basic infrastructure for research and training activities.

Research in the Department of Primary Education

Research at the Department of Primary Education is conducted in the following areas:

- Research on social inequalities in education.
- Research in the field of intercultural education and compensatory education for children repatriated returnees and foreign immigrants.
- Research in the field of comparative language analysis and applied linguistics and the teaching of language.
- Research in the field of folklore with oral testimonies and children's literature.
- Research in the field of local history with emphasis on oral testimonies of the Italian occupation period in the Dodecanese.
- Research in the field of Mathematics and its Didactics.
- Research in the field of Pedagogy of Media with reference to the integration of new media in primary education and the promotion of students' experiences of media.

A basic framework of research conducted in the Department of Primary Education is the investigation of the students' attitudes toward various subjects.
Experimental schools

The purpose of the experimental schools is to provide the psycho-pedagogical training the, educational research, and the internship of students of the Department of Education of the University and of educators of the region. Experimental schools are placed under the administration of the Directorate of Primary Education of the corresponding area. Scientifically it is supervised by a Supervisory Board Member of the Department of Primary or Preschool Education. The board consists of the Supervisor and two deputy supervisors, faculty members of the department specializing in the Science of Education and who are appointed by the General Assembly of the Department.

Experimental Schools of the Department of Primary Education of the University of the Aegean in Rhodes include:
- 1st 6/seater Experimental Primary School of Rhodes,
- 2nd 6/seater Experimental Primary School of Rhodes,
- 3/seater Experimental Primary School of Rhodes,
- 2/seater Special Experimental School of Rhodes.

Objectives and Scope of the Department of Primary Education

Objectives of the program of study at the Department of Primary Education

The objectives of the study program of the Department of Primary Education of the University of the Aegean are:
- To offer modern, innovative and flexible studies in Science of Education, tailored to the wider scientific, social and business needs
- To cultivate in the students and future teachers the spirit of search of knowledge, collective effort and democratic behavior.
- To contribute positively to the development of humanistic education, respect for human rights, as well as social and ecological awareness of tomorrow's teachers and citizens.

Under this perspective the department specifically aims to:
- Help the students become agents of improvement in the social life and balanced development of their region.
- Cultivate a sense of individual and collective responsibility towards social problems and social inequalities.
- Foster friendship and cooperation and promote mutual understanding and peaceful coexistence of nations.
- Equip future teachers for developing self-motivation, expression of individuality and critical thinking of their students.

At the same time, the department aims to achieve:
- Education and in-depth knowledge of the basic concepts of education components.
- The foundation of the theory, through experimental consolidation in laboratories and internship in school conditions.
- Update on current issues and problems of education.
- Adequate preparation of the students who opt to continue their studies at the postgraduate level.
- Support of internationally-renowned research in collaboration with other institutions and universities.
- Training in the use of information technology and modern educational tools.
Studying in Department of Primary Education

Undergraduate Studies

The Department of Primary Education of the University of the Aegean started its operation in 1986. The curriculum aims to provide the foundation and the methods needed by contemporary teachers of primary education in the main disciplines of the humanities and the social and natural sciences.

It covers the entire spectrum of the sciences of education, from educational and learning theories to the sociology of education and clinical and cognitive psychology.

It also covers the human, social and natural sciences, focusing on the so-called "teaching shift" of scientific knowledge, i.e. their transformation into subjects of the curriculum of primary education (Didactics of Language, Mathematics, Physics, History).

Degree requirements

To obtain a degree 242 ECTS are required, i.e. 47 courses:

a) 20 obligatory courses (5 per Division): 20x6 ECTS = 120 ECTS

b) 10 Internship courses: 54 ECTS in total
    • Phase A of Internship courses (one course) X 5 ECTS = 5 ECTS
    • Phase B of Internship courses (five courses) X 5 ECTS = 25 ECTS
    • Phase C of Internship courses (four courses) X 6 ECTS = 24 ECTS

c) 4 selective obligatory courses (1 from each Division): 4x5 ECTS = 20 ECTS

d) 12 selective course (three for each Division): 12x4 ECTS = 48 ECTS

e) To obtain a degree, it is required to successfully complete one of the foreign languages offered. The grade of these courses is not calculated on the average degree grade and no ECTS credits are computed. Holders of Lower (B2 level certificate) are exempt from the first level course. Holders of a Certificate of Proficiency (C2 level certificate) are exempt from both the first and second level course while they must complete the third level course (Academic English) successfully.

f) Students may undertake a dissertation thesis, which corresponds to 16 ECTS. This exempts them from 4 elective courses (one for each division).

There are 8 selective obligatory courses. Two selective obligatory courses are offered from each division, and students must successfully complete one in each division. At most 150 students may apply for each course. For the selective courses the maximum number of students is 70.
After the first year of study students who have failed in some courses may choose 2 additional courses beyond the number of courses offered in the semester and after the fourth year they may choose 10 additional courses.

**Prerequisite courses are defined as follows:**

- The course "School Pedagogy" is a prerequisite for the course "Analyzing the Teaching Field" of Phase A of Internship.
- The course "The Greek Language" is a prerequisite for the course "Applied Language Teaching of Phase B of Internship.
- The course "An Introduction to the Basic Concepts and the Fundamentals of Mathematics" is a prerequisite for the course "Theory and Practice in Mathematics Education" of Phase B of Internship.
- The course "Science Education in Primary Schools" is a prerequisite for the course "Theory and Practice in Science Education" of Phase B of Internship.
- The course "History and History Didactics" is a prerequisite for the course "Applied History Education" of Phase B of Internship.
- The course "Introduction to Pedagogy" is a prerequisite for the course "Design and Creation of Digital Material for e-Learning and Distance Education" of Phase B of Internship.
- The course "Analyzing the Teaching Field" of Phase A of Internship is a prerequisite for every course of Phase B of Internship.
- The course "Applied Language Teaching" of Phase B of Internship is a prerequisite for the course "Applied Language Teaching" of Phase C of Internship.
- The course "Theory and Practice in Mathematics Education" of Phase B of Internship is a prerequisite for the course "Theory and Practice in Mathematics Education" of Phase C of Internship.
- The course "Theory and Practice in Science Education" of Phase B of Internship is a prerequisite for the course "Theory and Practice in Science Education" of Phase C of Internship.
- The course "Applied Teaching in History" of Phase B of Internship is a prerequisite for the course "Applied Teaching in History" of Phase C of Internship.
- The course "Design and Creation of Digital Material for e-Learning and Distance Education" is a prerequisite for the course "Exercise of Professional Practice Deepening in Pedagogical Field Works under the Context of Mentoring" of Phase C of Internship (ESPA).
- The course "English I" is a prerequisite for the course "English II".
- The course "English II" is a prerequisite for the course "Academic English".

**Bachelor's Thesis**

1. The dissertation thesis is optional in accordance with regulations of the curriculum and degree requirements. It is credited with 16 ECTS and substitutes four selective courses (one from each sector). Students can undertake a thesis from the fourth year of their studies.
2. The student who wishes to prepare a thesis should complete and submit an application to the Chief Department Secretary, with the proposed title, the supervisor
and the three-member committee and an approval recommendation form signed by the supervisor. Applications may be submitted at the beginning of the fall semester of each academic year and up until November 30.

3. The subject and the supervisor of the thesis are approved by the Assembly of the Department upon the supervisor's proposal. The preparation of the thesis takes place in two semesters, beginning with the date of its approval. The student may be granted a one semester extension upon written request with the consent of the supervisor.

4. The preparation of the thesis is obligatory for obtaining the degree for students who have filed an application to the Secretariat and which has been approved by the Assembly of the Department. The student may withdraw the application within six months prior to the approval of the subject by the Assembly.

5. The thesis can be defended within one of the three examination periods (February, June and September) in accordance with the academic calendar set by the Senate of the Foundation.

6. The student is obliged to submit to the instructor before defending the thesis, a solemn declaration stating the following: "I certify that I am the author of this thesis, that I have acknowledged all sources from which I have used data, ideas or words, whether directly or indirectly and that this work was prepared by me personally". This statement is incorporated in the text of the thesis.

7. In order to proceed with necessary arrangements for the defense of the thesis, the three-member committee should confirm to the Secretariat that the student delivered it in time, and that he/she is ready to defend it, at least 20 days before the start of the examination period.

8. The thesis is supported in public, in the presence of all the members of the Committee (or at least two of the three members), at a date and time specified by the Committee. The Secretariat of the Department is informed of the date, time and place of the public defense and posted on the website of the Department.

9. After the public defense of the thesis the Committee assesses and grades it on a scale from zero (0) to ten (10), with five (5) as the minimum requirement for a pass. The Committee may request corrections or clarifications for up to ten (10) days after the support. The final assessment of the thesis is the responsibility of the Committee. For approval a consensus of two thirds (2/3) of its Members is required. The final minutes of the Committee is signed by all the members, while a separate document, with the signatures of the Committee members who vote positively, is incorporated into the text of the thesis.

10. If the thesis is regarded by the Committee as unsatisfactory and graded below a 5, the Committee may request the student to change certain parts or to radically overhaul it and to resubmit and defend it again during the next examination period. The student may be examined in up to three consecutive examinations. In case of failure, (all three times) the student has to apply again to the Secretariat for a new thesis.

11. The student should file the approved thesis in:
   - the Base of Gray Literature: an electronic copy (pdf)
   - in the Library of the Department: two copies (in simple binding) with the deposit of the Disclosure Form of Electronic Material.
## Course Catalogue 2016-17

<table>
<thead>
<tr>
<th>CODE</th>
<th>COURSE</th>
<th>CATEGORY</th>
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<tbody>
<tr>
<td>YΑ0007</td>
<td>Introduction to Pedagogy</td>
<td>Obligatory</td>
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</tr>
<tr>
<td>YΒ0003</td>
<td>History and History Didactics</td>
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<tr>
<td>YΓ0003</td>
<td>An Introduction to the Basic Concepts and the Fundamentals of Mathematics</td>
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<tr>
<td>YΓ0005</td>
<td>Informatics, New Technologies and Education</td>
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<tr>
<td>YΔ0001</td>
<td>The Greek Language</td>
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### SEMESTER TWO

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<tr>
<td>YΑ0003</td>
<td>Introduction to Clinical Psychology</td>
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<td>School Pedagogy</td>
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<td>YΒ0002</td>
<td>History of Civilization</td>
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<tr>
<td>YΓ0001</td>
<td>Science Education in Primary Schools</td>
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<td>YΔ0007</td>
<td>Modern Greek Literature-Modernt Greek Literature of Cyprus: 19th AND 20th century</td>
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### SEMESTER THREE

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<td>YΒ0005</td>
<td>The Sociology of Religion</td>
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<td>YΒ0007</td>
<td>Educational Policies</td>
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<tr>
<td>YΓ0006</td>
<td>A Theoretical Framework for Environmental Education</td>
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<tr>
<td>YΔ0009</td>
<td>Introduction to Literacy</td>
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### SEMESTER FOUR

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<td>YΓ0008</td>
<td>Technological and Didactical Innovations: Virtual Reality</td>
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<tr>
<td>YΔ0004</td>
<td>An Introduction to Folkloristics</td>
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<td>YΔ0008</td>
<td>Language Teaching and New Technologies</td>
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<td>YΖ0001</td>
<td>Introduction to the Pedagogics of Theatre</td>
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### SEMESTER FIVE

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<td>ΕΑ0060</td>
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### SEMESTER SIX

1 “Selective obligatory” is a new category of eight courses. Each section offers two courses and the students have to choose one from each section. The maximum number of students for each course is 150.
### Department of Primary Education – Study Guide 2016 - 2017

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**SELECTIVE COURSES OF FALL SEMESTER**
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**FOREIGN LANGUAGES**

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Course Descriptions*

*The content of the description of the courses are responsibility of lecturer/lecturers

YA0007 -Introduction to Pedagogy

Type of Module/Course: Mandatory
Year of Study: 1st
Semester: 1st
ECTS: 6
Name of lecturer/lecturers: Alivizos Sofos (www.isofos.com)

Content outline

The course provides in a systematic way the sectors and foundational concepts of the Science of Pedagogy, the basic theories of socialization, models of learning, the pedagogical institutions, the structure and models of analysis, the epistemological approaches and models of the Science, as well as the basic methodological approaches of Indicative research.

Indicative of these are the following thematic units:

- Relationship between theory and practice and difficulties of socializing Pedagogical discourse
- Epistemological approaches in Pedagogical Science and delineation of the subject of Pedagogical Science
- Main theoretical currents of Pedagogy (Educators and Educational Philosophy of flows and movements )
- Basic categories of the Science of Pedagogy
- Theoretical approaches of Education
- Theoretical approaches of Socialization
- Fields of pedagogical applications (institutions, the function and organizational schema of educational structures)
- Theoretical traditions and research tools for the understanding of the educational field
- Specific and contemporary educational issues (Educators, Communication, Teaching, Forms of Learning)

Learning Outcomes

After successful completion of the course students will be in a position:

At the cognitive level

- Delineate the scientific field of Pedagogy, its relationship to other scientific fields and its interdisciplinary nature
- Describe the research subject of Pedagogical Science and its related scientific branches
• Explain and work with the basic concepts of the Science of Pedagogy providing examples of their contents
• Know basic methods for research within a specific field and be in a position to produce examples of approaches for each.
• Know the significant phases of Pedagogical Science and to describe its significant representatives
• Describe the most important interpretive ‘models’ with reference to the phenomenon of learning and the socialization of students.

At the level of ability
• To analyze educational situations based on theoretical schemes which are referred to extensively within the educational process (a) the educator, (b) communication and the management of relationships, (c) the organizational structure, (d) teaching
  ◦ Support educational design on the basis of theoretical approaches
  ◦ Set objectives and reconstruct original schemes on the basis of educational observation

At the level of skill-development
• To apply (experimentally) basic research methods within a specific field
• To create experimental teaching scenarios on the basis of theoretical approaches
• To post-criticize individual fields of educational scenarios

Prerequisites
None.

Recommended Reading

a) Course books and other material:
   • Korn, F. (2012), Sofos (Ed.) Basic Knowledge in the Science of Pedagogy. Athens: ION
   • Course notes provided on instructor’s web page

b) Supplementary bibliography:

Learning Activities and Teaching methods

The processing of thematic fields are organized as seminar lessons with hybrid learning (blendend learning) and, partially with laboratory application and exercise. Basic methods of
Methods of assessment / grading

- Evaluation is based on two axes: (a) the active participation of students in the educational process which is ensured with their involvement in a submitted assignment which serves as a requirement for understanding the particular contents of the course and (b) their participation in the final written examination. More specifically, with reference to the first axis which ensures the expected workload and study of students during the weekly session, the following are expected/anticipated:
  - Registration and work within the electronic environment of the course on Moodle.
  - Participation in weekly activities which are posted on the electronic platform of the course
  - Completion of the work to be submitted on a subject which is made up of three parts:
    a) Creation of an abstract in accordance with the methodology which is presented by the instructor/teacher, for the practice of scientific discourse and the processing of the specific pedagogical topic
    b) Presentation of the topic to the members of the group with the use of Powerpoint
    c) Writing tests (activities and exercises) in various forms (4-6): brief exposition, gap-filling, multiple-choice, matching, true-false, etc. These are based on the pedagogical topic which are studied.

Assessment / Grading methods

The total workload varies between 150—180 hours. What follows is indicative:
- Active participation in lectures, workshops, seminars, tutorials): 13h13=39hours
- Individual or private study (preparation of exercises and presentations): 13x6=78
- Examinations (preparation): 6 days preparation x 8 hours=48

Language of Course

Greek.

Mode of delivery

Students submit their work in person in the instructor’s office.
Students must be physically present for final examinations.

YB0003 - History and its Didactics

<table>
<thead>
<tr>
<th>Type of Module/Course:</th>
<th>Mandatory</th>
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<tbody>
<tr>
<td>Year of Study:</td>
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<tr>
<td>Semester:</td>
<td>1st</td>
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<td>ECTS:</td>
<td>6</td>
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</table>
Name of lecturer/lecturers: Giorgos Kokinos

Content outline

The course consists of three interrelated axes: epistemology of history, history of historiography, and history didactics. More specifically, in the context set by the new didactics of history, the foundations of reflection on academic knowledge and historical education are set; the ways of transformation of the first one to teaching process, and the possibility of conjugating the declarative (know of what) and procedural knowledge (knowledge of how and why, meta-cognitive skills). Particularly, issues concerning the social and ideological role of history as a science and as a subject are approached, as well as the components of historical thinking, the scope and proportions of cultural history, the forms of historical conscience, and the relation between history and memory. The theoretical discussion is framed by focusing on selective historical events, and periods of critical importance, such as the Greek War of Independence on 1821, the two World Wars, Types of Totalitarianism and the Holocaust.

Learning outcomes

Students expected to develop their didactic skills through having:
1. been familiar with the historical terminology, basic concepts and methodological tools of historical science.
2. known of the main developments in the field of academic historiography.
3. known of the main developments in the field of the teaching of history.
4. thought about the crisis paradigm which characterizes both the discipline of history and the teaching of history.

Prerequisites

Half courses are organized in the form of collective and individual works and presentation (powerpoint) and critical overview of key aspects of special literature indicated the outset by the instructor.

Recommended Reading

a) Basic Textbooks:

b) Additional References:
4) Chris Rowley & Hilary Cooper (eds), Cross-curricular Approaches to Teaching and Learning, Sage, 2009.
5) Albert S. Lindemann, History of Modern Europe. From 1815 until today, Kritiki, Athens 2014.
7) Giorgos Kokkinos & Baggelis Drakopoulos, Chronology Index of the Greek Revolution, the Greek Parliament.

Learning Activities and Teaching Methods
A combination of lectures, laboratory, tutorials lessons and seminar discussions.

Assessment/Grading Methods
Group work, class participation and final oral examination

Language of Instruction
Greek.

Mode of delivery
Face to face.

YF0003 - An Introduction to the Basic Concepts and the Fundamentals of Mathematics*

* No content outline.

YF0005 - Informatics, New Technologies and Education

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<thead>
<tr>
<th>Type of Module/Course:</th>
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<tr>
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<tr>
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<td>ECTS:</td>
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<tr>
<td>Name of lecturer/lecturers:</td>
<td>Costas Tsolakidis</td>
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</table>

Content outline
The course includes:
Basic knowledge of computers (History, Structure, Basics, input - output units, etc.)
Basic knowledge on Information Technology (binary elements, sizes, units, file systems, definitions, etc.)

Good level of knowledge on: word processing, spreadsheet, presentation, adapted to teaching needs.
Basic image processing. Creating an account on (Google). Creating and managing a blog.
The syllabus is enriched and augmented depending on parameters as: potential of the equipment in the labs, available software and the required knowledge required by the students.

Learning outcomes

**The course aims:**

- To acquaint the students with reasonable knowledge on basic computer concepts and Information Technology.
- To enable the students to develop a basic culture for their relationship with computers through their familiarity with them.
- To give students basic and useful tools to help them in teaching and in their everyday lives.
- To tap knowledge on information technology in a pedagogical way.
- To enable students, to learn more tools and extend the methods of their work.

Prerequisites

No prior knowledge required. Previous knowledge can accelerate the teaching of specific objects

Recommended Reading

The syllabus is covered by notes found on the Department's website and updated regularly. There are also exercises on the teachings material and tests from previous examinations

Learning Activities and Teaching Methods

The course is taught in the lab where practical exercise takes place at the same time.

Assessment/Grading Methods

Exams are taking place in the lab. Students are divided into groups. One student per computer. Each group has different test of the same difficulty. The students receive photocopies and files with material and do the required exercises. The percentage of each exercise of the test towards the total mark is known in advance.

Language of Instruction

Greek.

Mode of delivery

Face to face.

**YΔ0001 - The Greek Language***

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<tr>
<th>Type of Module/Course:</th>
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<tr>
<td>Year of Study:</td>
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<tr>
<td>Semester:</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
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</table>
ECTS: 6
Name of lecturer / lecturers: George Kotzoglou, Kalomira Nikolou (TMS)
* No content outline.

YA0003 - Introduction to Clinical Psychology

Type of Module/Course: Required
Year of Study: 1st
Semester: 2nd
ECTS: 6
Name of lecturer / lecturers: Anastasia Tsamparli

Content outline

Clinical Psychology introduces students to the fundamental concept of normality versus pathology as well as the main diagnostic categories of dysfunctional behavior. The lesson covers the following areas: α. A review of the history of the concept of mental illness from ancient Greece till our era. β. Presentation of the main personality theories (Psychoanalysis, Cognitive Psychology, Systemic Approach). The aim of this lesson is to familiarize students with dysfunctional behavior of their future students.

Learning outcomes

This course will introduce students into Clinical Psychology. Specifically, undergraduate students will familiarize with the following topics:

- Introduction to the concepts of psychopathology and
- Current approaches of psychopathology (psychoanalytic, cognitive, systemic)
- Diagnostic criteria of main disorders according to DSM5.
- Special reference to child (latency period) psychopathology.
- Methodology of dealing with the child and his family by the school teacher.
- Models of collaboration between the teacher and other specialists (school psychologist, social worker).

Prerequisites:

None

Recommended Reading:

a) Basic Textbooks:
   - Lecturer’s university notes.

b) Additional References:
Learning Activities and Teaching Methods
The learning activities and teaching methods to be used are:
Presentations (keynotes, use of power point, video projection)

Assessment/Grading Methods
Written exams

Language of Instruction
Greek

Mode of delivery
Face-to-face.

YA0005 -School Pedagogy

<table>
<thead>
<tr>
<th>Type of Module/Course:</th>
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<tr>
<td>Year of Study:</td>
<td>1st</td>
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<td>Semester:</td>
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<td>ECTS:</td>
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<tr>
<td>Name of lecturer/lecturers:</td>
<td>Maria Darra</td>
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Content outline
The aim of this course is to present, both theoretically and practically, the main approaches of the Science of School Pedagogy in its course of development with regard to the requirements in school education. These approaches relate to the prioritisation of educational aims, to the role of education in social reality, to the nature and competences of pupils, to the nature of school learning, to the processes and the conditions of learning and development and, by extension, to the roles and the desired type of educator. More in particular, emphasis is placed on: (a) the conceptual categories of the Sciences of Pedagogy (Experimental or Empirical Pedagogy, Hermeneutic Pedagogy, Critical Pedagogy); (b) pedagogic matters of education and learning (specification of main pedagogical terms, aims and purposes in education, main epistemological approaches and main principles of learning, interthematicity and interdisciplinarity as basic principles for organising curricula; and (c) psycho-pedagogic matters of the educational context (communication, interpersonal relations, needs, motives, stances, problems of learning and behaviour, socio-organisational context of operation of the school class).

The course includes the following modules: (a) the first module presents the school as a social institution and as a learning and educational space (concept, content and formation of school life, concept and definition of education, purposes and means of education, teaching, learning), the main stages of its development, the concept, the aims and the necessity of education, the educational reform interventions that took place in our country, and the forms of education; (b) the object of the second module are the two main factors of the educational process, i.e. the educator and the pupil (the role of the educator and the pupil in
school, the profession of the educator and his/her career development, interpersonal relations between educators and pupils, the role of expectations, evaluation as pedagogical practice; and (c) the third module addresses matters in relation to the school class (models of organisation and management in education, theories about the school class, typology of the school class, personal theory about the school class, problem management, communication and management of conflicts, psychological climate).

**Learning outcomes**


**Prerequisites**

None

**Recommended Reading**

a) Basic Textbooks:

  Πρόσωπα, ιδέες και θέματα στις επιστήμες της αγωγής: Συλλογικό (2010).Αγγελάκος Κώστας (επιμέλεια), Εκδόσεις Κέδρος.

b) Additional References:

- Θέματα Μάθησης και Διδακτικής. Β’ έκδοση. Εκδόσεις Πανεπιστημίου Μακεδονίας.

**Learning Activities and Teaching Methods**

Presentation, processed examples, guided discussion, co-operative work, guided research, case study. In addition, in the context of the course, a series of recent articles will be discussed, covering in more detail specific aspects of the course that are either related to implementation studies or refer to methodological analyses, comparisons and approaches, with the aim being to better attain the aims of the course.

**Assessment/Grading Methods**

The final evaluation is based on the participation of students in written exams. The mark of the exam corresponds to 100% of the total mark. However, students may also: (a) complete assignments (individual or in groups); such assignments are optional and add to the final
evaluation (as bonuses); and (b) participate in a written exam (interim proficiency test); this test is optional and adds to the final evaluation (as a bonus).

**Language of Instruction**
Greek.

**Mode of delivery**
Face to face.

**YB0002 -Cultural History**

<table>
<thead>
<tr>
<th>Type of Module/Course:</th>
<th>Compulsory</th>
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<tr>
<td>Year of Study:</td>
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<td>Semester:</td>
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<td>ECTS:</td>
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<tr>
<td>Name of lecturer/lecturers:</td>
<td>V. Fioravantes</td>
</tr>
</tbody>
</table>

**Content outline**

The concept of culture is inextricably linked with the history of humanity and the integration of people into organized societies. As a culture, in general, means the totality of material and spiritual values created by man during the long historical course. The world civilization consists of various sub-cultures, which are social phenomena that are transmitted in time and space and subject to the laws of birth, acne and wear. In this lesson, students will systematically approach the great ideological, artistic, aesthetic and cultural modernism. Furthermore, modernism is a creator, cultural institution, a critical culture.

**Learning outcomes**

The proposed object is trying to rebuild its ailing social sciences and humanities to technology, the relationship of man with this, art, society and culture. At the same time trying to bring modern premisses of the matter, given the revolution of new technology of the digital age in which we have already entered. In this respect particularly important to developing new concepts and considerations that will meet the requirements of the subject.

**Prerequisites**
None

**Recommended Reading**

a) Basic Textbooks:

- V. Fioravantes, *Social Theory and Aesthetics*, Armos, 1999
Learning Activities and Teaching Methods

The organization of the course is done in such a way that the students through their active participation, to engage with the history of art and to present it through a digital program during the course.

Assessment/Grading Methods

Students are evaluated based on the quality of participation and the work will make. Students are evaluated based on:

- The active class participation, which includes presentations and discussions.
- The individual work, which will be presented in the course using a digital environment and will be delivered at the end of the semester.

Language of Instruction

Greek.

Mode of delivery

Face-to-face teaching.

YF0001 -Module/Course Title: Science Education in Primary Schools

<table>
<thead>
<tr>
<th>Type of Module/Course:</th>
<th>Undergraduate</th>
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<tbody>
<tr>
<td>Year of Study:</td>
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<td>Semester:</td>
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<td>ECTS:</td>
<td>6</td>
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<tr>
<td>Name of lecturer/lecturers:</td>
<td>Michael Skoumios</td>
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</tbody>
</table>

Content outline

Following topics will be covered in this course: science and measurement; vector and scalar quantities; describing motion: one dimensional motion; motion and force: dynamics; circular motion; work and energy; conservation of energy; electric charge and electric field; electric potential and electric potential energy; electric currents; DC circuits and instruments; magnetism; electromagnetic induction and Faraday’s law; electromagnetic waves. This course, also, covers the following topics: instructional theories in teaching-learning process; theoretical aspects of teaching-learning process as supported by research findings, in reference to science education; subject oriented teaching methods and strategies in science
education, teaching and learning processes in the subject area at primary school level (using analogies, experiments, cognitive conflict, concept mapping); micro-teaching practice and evaluation of instruction.

Learning outcomes

The main objective of this course is to provide an introductory science course to help students develop conceptual understanding of physical concepts and principles, achieve ability to reason, learn the scientific method and gain skills for problem solving. The course covers mainly mechanics, thermodynamics, electricity and magnetism topics. Moreover, this course designed to provide students with the opportunity to develop their critical understanding of teaching and learning in theory and practice related to science education. This course focuses upon behaviourist, constructivist, and social leaning theories with a particular emphasis upon instructional implications in science education. Specific instructional strategies emerging from these theories are covered.

Prerequisites

None

Recommended Reading

a) Basic Textbooks:


b) Additional References:


Learning Activities and Teaching Methods

Seminar-type lesson, teamwork.
Assessment/Grading Methods

Written Exams.

Language of Instruction

Greek.

Mode of delivery (face-to-face, distance learning)

Face-to-face.

ΥΔ0007 - Modern greek literature-Modern greek literature of Cyprus: 19th-20th century

<table>
<thead>
<tr>
<th>Type of Module/Course:</th>
<th>Required</th>
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<tbody>
<tr>
<td>Year of Study:</td>
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<tr>
<td>Semester:</td>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Louiza Christodoulidou</td>
</tr>
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</table>

Content outline

The course concerns a literature outline of literary production in Cyprus (19th-20thC.) The aim is to examine the stages of Modern Greek literature of the island, according to literary movements, the theory and the criticism as well as its natural roots, of the broader Modern Greek literature to show convergences and divergences. A fundamental component of the course is the investigation into the relationship between them, a relationship which will become obvious as a result of the talks of the writers, through an intertextual dialogue with regard to the style and subject matter. It will identify the thematic and linguistic peculiarities of the literature produced within the country, integrated into the historical and social context, we will focus on a cultural historical-ideological approach since the society and ideological perceptions of the time are reflected through literature.

Each semester, a guest speaker presents a lecture.

Learning outcomes

Knowledge:

Our goal is that students realize that the Literature of Cyprus is a part of, and the continuation of the wider Modern Greek Literature, since Cyprus has an indisputable historical dialectic relationship with Greece and that the latter played an important role in the formation and evolution of the Cypriot literary creation. At the same time, they will comprehend how the writers converse with history and transform the historic event into literary fiction.

Skills:
Upon completion of the course, it is important that students, through a comparative approach to literature, become partakers of the thematic peculiarities of the Cypriot domestic literary production. Be, that is, able to discern the specific difference between the Cypriot projects and Greek authors, which is due to the phenomenon of strong state of "crisis" - a "war time", with all the social and individual experiences that causes the Cypriot writers’ uncertainty and insecurity about the preservation of their Greek identity and entity. In particular, they should be aware that the liberation-unionist struggle of the Cypriots against the British in 1955 and the invasion of the Turks in 1974, differentiates Cypriot texts thematically from Greek texts, and is scientifically interesting that they see these differences.

Prerequisites
None

Recommended Reading

a) Basic Textbooks:
- Λευκωσία: Κέντρο Επιστημονικών ερευνών.

b) Additional References:
- Voir aussi la publication électronique dans le numéro spécial hors-série des Cahiers balkaniques, revue du Centre d’études balkaniques de l'INALCO (http://ceb.revues.org/1236).
Learning Activities and Teaching Methods

Assessment/Grading Methods

The evaluation of the course will be with: a) assignment and b) oral examination (writing text and final assignment)

Language of Instruction

Greek.

Mode of delivery

Face to face.

YA0006 - Introduction to Special Education

<table>
<thead>
<tr>
<th>Type of Module/Course:</th>
<th>Seminar-type lesson (Obligatory)</th>
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<tr>
<td>Year of Study:</td>
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<td>ECTS:</td>
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</table>
Name of lecturer / lecturers: Assimina Tsibidaki

Content outline

Special education constitutes a demand and a challenge in the modern educational world and simultaneously recommends a particularly important discipline of pedagogical science. The course aims to provide an introduction to special education. The philosophy that is followed is the creation of "A School for All", which promotes the affective inclusion of all children.

Learning outcomes

This course will introduce students into special education. Specifically, postgraduate students will gain knowledge about the following topics:
- Basic principles of special education
- Definition and categorisation of special educational needs
- Special education: philosophy, aims and objectives. Brief historical examination and establishers of special education. Special education in Greece and in other countries
- Evaluation and diagnosis of special educational needs
- Educational programs for disabled children. Modern tendencies: inclusion, a school for all. Educational units of special education. Analytic programs. The role of the special educator. Training and application of individualised educational programs for students with special educational needs
- Support networks: family, specialists, volunteers.

Prerequisites

None

Recommended Reading

a) Basic Textbooks:
   Lecturer’s university notes posted on moodle.

b) Additional References:
   1. Polychronopoulou, S (2012). Children and adolescents with special needs. Athens. [In Greek].

Learning Activities and Teaching Methods

The learning activities and teaching methods to be used are:
- Presentations (keynotes, use of power point, video projection),
- Group/collaborative activities (interactive activities, role playing, debates), and individual or group exercises during the lectures.
### Assessment/Grading Methods
- Written exams: multiple choice, true – false, critical thinking and development
- Optional prosthetic essays (grades: 0 to 3, in a 10 point scale).

### Language of Instruction
Greek.

### Mode of delivery (face-to-face, distance learning):
Face-to-face.

### YB0005 - The Sociology of Religion

<table>
<thead>
<tr>
<th>Type of Module/Course:</th>
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<td>Year of Study:</td>
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<td>ECTS:</td>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Polykarpos Karamouzis</td>
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</table>

#### Course content
- Analysis of the term: 'Sociology of Religion'
- Basic theories on the scientific study of religion.
- Religion as a phenomenon of culture and the subject of school study.
- Knowing religions: Hinduism, Buddhism, Judaism, Christianity and Islam.
- Religion in modern multicultural societies.

#### Learning outcomes
- Methodological investigate the multiplicity of meanings of religious phenomenon.
- Understanding religions as cultural constructs.
- Familiarity of candidate teachers with religious pluralism.
- Social integration of religious diversity.
- Avoidance of religious fanaticism.

### YB0007 - Educational Policies

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<th>Type of Module/Course:</th>
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<td>Year of Study:</td>
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<td>Semester:</td>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Panagiotis Kimourtzis</td>
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</table>

#### Content outline
The future of education is shaped by the ongoing proceedings in international organizations and societies as well as by the reception of those proceedings from the particular social
formations. Thus, education has been taking and will take such multiple forms, that will render to a continuous and ever-changing process. But no matter how fluid is the structure of the educational process or how extensive is the impression of disorganization and indignation that it might instigate, there are two issues that remain intact in the study of the educational phenomena. They are summarized by Pierre Bourdieu, who notes that "we need to rethink the principles upon which an educational system can be devised as democratic as possible so that it which will be tailored to the demands of the present and, at the same time, capable to respond to future challenges". So, there is a strong urge to simultaneously take full advantage of our historical knowledge for the continuous phenomena that have shaped the present conditions in education and to try new educational policies in order to create high quality cognitive outcomes in combination with significant social impact. Needless to mention that the interaction between education and economy also occupies a dominant position in the international educational debate.

The course has three axes: The first one is the state and its multiple forms, properties and functions. The second one is the education. The third one is science and knowledge. Higher education is the convergence point between education on the one hand and science and knowledge on the other.

YF0006 - A Theoretical Framework for Environmental Education

Type of Module/Course: Required
Year of Study: 2nd
Semester: 3rd
ECTS: 6
Name of lecturer / lecturers: Georgia Liarakou

Content outline

This course focuses on the construction of a conceptual and methodological framework for environmental education.

Initially, the fundamental concepts of environment, nature, ecology, environmental issue and sustainability that define environmental education and differentiate it from other fields of knowledge are being analyzed. Afterwards we examine the preceding educational movements, the objectives, the principles and the characteristics of environmental education, that have been developed through international conferences and congresses. The environmental education’s transformation into education for sustainable development is also being analyzed, as well as its relation with other forms of education. Finally there is a focus on the institutional framework and the different models of integration of environmental education into the educational system while looking at the development of the sustainable school.

Learning outcomes

Learning objectives:
Knowledge:
Upon completion of the course students:
- have comprehended the fundamental concepts that define environmental education (environment, environmental issue, sustainability).
- have clarified the general objectives of environmental education.
- got acquainted with the principles that should rule every environmental education activity or project.
- are informed about the different models of integration of environmental education into the curriculum.
- became acquainted with the principles of a sustainable school.
- are aware that environmental education is an open subject that evolves according to the international discussion with regard to the environment and sustainability.

Skills:
Upon completion of the course:
- will have the ability to choose the appropriate themes for planning environmental education activities and projects.
- Will be able to set objectives that cover the whole spectrum of environmental education goals.
- Can integrate the environmental education principles in the planning of their educational action.
- will have the capacity to choose the appropriate model for inserting environmental education in the educational process.
- will be able to contribute in the development of the sustainable school.

Prerequisites
None

Recommended Reading
a) Basic Textbooks
- Γ. Λιαράκου & Ε. Φλογαϊτη (2007) Από την Περιβαλλοντική Εκπαίδευση στην Εκπαίδευση για την Αειφόρο Ανάπτυξη, προβλήματισμοί, τάσεις και προτάσεις, Αθήνα: Νήσος.
- Ε. Φλογαϊτη (2011) Εκπαίδευση για το περιβάλλον και την αειφορία, Αθήνα: Πεδίο (1η έκδοση Ελληνικά Γράμματα 2006)
- Ε. Φλογαϊτη & Γ. Λιαράκου (επι) (2009) Εκπαίδευση για την αειφόρο ανάπτυξη. Από τη θεωρία στην πράξη, Αρχάνες: ΚΠΕ Αρχανών

b) Additional References
- Ε. Φλογαϊτη (2011) Περιβαλλοντική Εκπαίδευση, Αθήνα: Πεδίο (1η έκδοση Ελληνικά Γράμματα 1996)
Learning Activities and Teaching Methods

The courses have both theoretical and practical nature. In particular, the lectures are combined with activities and workshops where students, working in teams, implement the knowledge presented. The results of each team will be presented and discussed in the plenary.

Assessment/Grading Methods

Assessment involves: written examination and the presentation of an article published in an international journal.

Language of Instruction

Greek.

Mode of delivery

Face-to-face with activities in the class and on the moodle of the course.

YΔ0009 - Introduction into Literacy

Type of Module/Course: Required
Year of Study: 2nd
Semester: 3rd
ECTS: 6
Name of lecturer / lecturers: Ioannis Galantomos (TMS)

Content outline

This course introduces students to the culture of writing and literacy. The course consists of two parts. In the first part, we start with an anthropological approach to learning and teaching in oral cultures in no literate societies, continues with the introduction of writing systems and of the alphabet, the transformations that took place in learning and teaching up to the present day where literacy is a core issue. It focuses on the social and cultural aspects
of literacy. In its second part the course focuses on the introduction of children into literacy through family and school practices in the contemporary western societies.

Learning outcomes

Learning objectives:

Knowledge:
Upon completion of the course students:
- will have been introduced to diverse learning principles and styles based either in orality or on literacy
- will have the ability to recognize, appreciate and incorporate into his/her approach the complementary and antagonistic relationship between orality and literacy

Skills:
Upon completion of the course:
- will have the ability to step on the oral skills of the students in order to introduce them into school literacy.
- will have the ability to work both with children that come from mainstream literate families as well as with children who come from communities with strong oral culture, like the Roma community.

Prerequisites
None

Recommended Reading

a) Basic Textbooks:
   - ΑΙΔΙΝΗΣ, Αθ. (2012): Γραμματισμός στην Πρώτη Σχολική Ηλικία, Αθήνα: Gutenberg

b) Additional References:
Learning Activities and Teaching Methods

Lectures with power point demonstration, examples from different contexts, students’ personal experiences, discussion, involvement in literacy supporting activities for Roma children and adults

Assessment/Grading Methods

Students may choose the way of their assessment. They have following options:

- either they have to pass a written test (100%)
- or they may write an essay (70% written essay, 30% oral test)
- or they take part to literacy supporting activities with Roma students in school and in the community, they keep a diary, they focus on children prior knowledge, they report about their experience

Language of Instruction

Greek.

Mode of delivery

Face-to-face with activities on the moodle of the course. Tutoring in small groups or on individual basis to support essay writing and literacy tasks with Roma children.

YA0011 - Introduction to Cognitive Psychology

<table>
<thead>
<tr>
<th>Type of Module/Course:</th>
<th>Mandatory</th>
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</thead>
<tbody>
<tr>
<td>Year of Study:</td>
<td>2nd</td>
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<tr>
<td>Semester:</td>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Eleni Lipourli</td>
</tr>
</tbody>
</table>

Content outline

This course focuses on the introduction to, and methodology of Cognitive Psychology. Specifically, it focuses on the cognitive processes that determine the construction of human cognition: perception, attention, memory, thinking and representation, language, intelligence. Contemporary models are presented that explain the processes of perception, decoding, processing, encoding, storage, recall and retrieval of information. The relationships between human brain and senses and between brain and knowledge, are explained. In addition to the cognitive processes and strategies, the metacognitive processes and strategies that are useful in educational settings, are also analysed. Finally, the experimental research methods of Cognitive Psychology as well as the principles of research ethics, are discussed.
Learning outcomes

Upon completion of the course, students will be able to understand the main theories and models of Cognitive Psychology that explain the cognitive processes of human brain. Also, the metacognitive strategies that are useful in education. Students will be able to understand the experimental methodology employed in the field of Cognitive Psychology. They will be able to perform critical thinking about the issues of Cognitive Psychology, through the familiarization with the relative scientific literature.

Prerequisites

None

Recommended Reading

a) Basic Textbooks:
   - Ρούσσος, Π. Λ. (2012). Γνωστική ψυχολογία: Οι βασικές γνωστικές διεργασίες. Αθήνα: ΤΟΠΟΣ.

b) Additional References:

Learning Activities and Teaching Methods

Lectures, laboratory tests, discussions, paper presentations.

Assessment/Grading Methods

Assessment involves: Final written exams, optional essay for 2 extra points.

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

YF0008 - Technological and Didactical Innovations: Virtual Reality

Type of Module/Course: Mandatory, Lab
Content outline

The course examines how advanced ICT applications are used in the educational process. Specifically, it deals with 3D graphics, multiuser virtual environments and with the educational uses of Virtual Reality.

Virtual Reality is a technological development that significantly affects the ways we can enhance the learning process. The syllabus aims in the development of an in-depth understanding in the ways this can be achieved. The subject is approached both theoretically and practically. The major learning theories are analyzed, various types of software for the development of 3D applications is presented and examples of 3D educational applications are given. In the practical part, by using a relatively simple to use software, students have the opportunity to gain hands-on experiences while developing simple Virtual Reality educational applications.

Learning outcomes

The course aims in giving students insight and perspective on the following topics:

1. Cutting-edge technologies and their capabilities in supporting the learning process.
2. Identifying hardware and software problems that must be solved when developing 3D applications (as opposed to the less demanding multimedia applications).
3. The categories and the wide range of 3D applications.
4. The software used for developing 3D applications.
5. The steps required for the development of a 3D application (from concept to implementation).

Prerequisites

Basic ICT skills

Recommended Reading

a) Basic Textbooks:
   - Fokides E., Tsolakidis C., "Virtual Reality in Education: Theory and Practice", Diadrasi Editions
   - Lecture notes

b) Additional References:
Learning Activities and Teaching Methods

Seminars, Lab exercises, weekly assignments

Assessment/Grading Methods

Mid-term exam. (50%)  
Development of an educational 3D game. Instructions and support for the whole process is given throughout the courses. 
For the assessment of the application the following are taken into account: 
1. The clarity and completeness of the objectives and design.  
2. The learning effectiveness of the application.  
3. The degree of originality and the concept in general.  
4. The technical completeness of the application and the use of features that the development program offers.

Language of Instruction

Greek.

Mode of delivery

Face to face.

YΔ0004 -Laographia: Introduction to Folkloristics

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<th>Type of Module/Course:</th>
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<tr>
<td>Year of Study:</td>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>George Katsadoros</td>
</tr>
</tbody>
</table>

Content outline

- The initial reasons for folkloristics research in Europe and Greece.  
- The concept of ‘folk’ and the function of tradition in past and present societies.  
- The theory and history of folkloristics, poetics and typology of folk genres, methods of collecting, interpreting, and analyzing material culture and oral traditions.  
- The role and meaning of folk culture in past and contemporary societies, especially in a world that is characterized by globalization and is concerned with multiculturalism and identity politics.  
- Didactical issues of Folklore in Education.

Learning outcomes

Understanding folk culture as a whole. From its meaning, case study, preservation and analysis to its second life: recycling and applications, revival and commercial utilization, cultural and political functions, multiculturalism and identity politics, especially under the scope of globalization.
Prerequisites

Recommended Reading

a) Basic Textbooks:
   - Μ. Γ. Μερακλής, Ελληνική Λαογραφία, Καρδαμίτσας, Athens 2011
   - Μανόλης Γ. Βαρβούνης - Μανόλης Γ. Σέργης (editors), Ελληνική Λαογραφία (vol. Α’), Ηρόδοτος, Athens 2012

b) Additional References:
   - Μηνάς Αλ. Αλεξιάδης, Νεωτερική Ελληνική Λαογραφία, Ινστιτούτο του βιβλίου – Α. Καρδαμίτσα, Athens 2006
   - Βάλτερ Πούχνερ, Θεωρητική λαογραφία, Αρμός, Athens 2009
   - Ευάγγελος Αυδίκος, Εισαγωγή στις σπουδές του λαϊκού πολιτισμού, Κριτική, Athens 2009
   - Βασίλης Νιτσιάκος, Προσανατολισμοί. Μια κριτική εισαγωγή στη Λαογραφία, Κριτική, Athens 2014

Learning Activities and Teaching Methods

- Lectures
- Presentations

Assessment/Grading Methods

Written or oral examination.

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

YΔ0008 - Language Teaching and New Technologies

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<th>Type of Module/Course:</th>
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<td>Year of Study:</td>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Vasilia Kourtis-Kazoullis</td>
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</table>

Content outline

This course focuses on the use of electronic learning environments for the teaching / learning of the Greek language.
Initially, the course focuses on the political, social and economic dimensions of Information and Communication Technologies (ICT) in education with reference to specific examples. Also, we examine the topic of language contact on the Internet. There is a focus on the history of Computer Assisted Language Learning from the 1950’s to this day. We then look at different electronic learning environments for the teaching/learning of Greek as a first, second or foreign language and attempt to determine their design, what learning theories / teaching of the language were used and which pedagogical approaches they were based on.

The courses have both a theoretical and practical nature. In particular, the lectures are combined with activities in the computer lab where students:

1. will experiment with software and electronic learning environments which they will evaluate, according to specific criteria that combine language learning theories, pedagogical approaches and technology and
2. will create their own learning environment for the teaching of Greek as a first, second or foreign language, combining the theories developed in the context of the course.

Also, each semester, a guest speaker presents an innovative application.

**Learning outcomes**

**Learning objectives:**

**Knowledge:**
Upon completion of the course students:
- will have experimented with used electronic learning environments for the teaching of Greek as a first, second or foreign language to students in Primary Education.
- will have the ability to evaluate these electronic learning environments.

**Skills:**
Upon completion of the course:
- will have the ability to use electronic learning environments for the teaching / learning of the Greek language.
- will have the ability to create their own e-learning environment for the teaching / learning of the Greek language.

**Prerequisites**
None

**Recommended Reading**

a) Basic Textbooks:
b) Additional References:


Learning Activities and Teaching Methods

Assessment/Grading Methods
Assessment involves: (a) 10 activities uploaded on the moodle (1 activity per week) and (b) oral examination.

Language of Instruction
Greek.

Mode of delivery
Face-to-face with activities in the computer lab and on the moodle of the course.

ΥΣ0001 - Introduction to the Pedagogics of Theatre*

* No content outline.

ΕΑ0060 - Theories of Learning – Experiences, Ways of Life and knowledge reproduction processes ***

<table>
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<th>Type of Module/Course:</th>
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<td>Year of Study:</td>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Konstantinos Vratsalis</td>
</tr>
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</table>

*** Not offered in academic year 2016-17.

Content outline
This course aims to introduce students to diverse theories of learning from the perspective of social sciences.
We discuss theories that try to give a global view of social realities (e.g. Berger’s and Luckmann’s approaches to the differences between social and specific knowledge,) as well as to give a global view of critical approaches to these theories (e.g. Foucault’s approach to the social formation of subjects and the issue of knowledge).
The central issue to be discussed in this course is the kind of knowledge that should be taught in school and the theories behind it.
A central aim of this course is to make clear that the question “how we learn?” represents up to date a core issue.

**Learning outcomes**

**Learning objectives:**

**Knowledge:**
Upon completion of the course students:
- will have been introduced into diverse social theories of learning.
- will have realized the difficulties that emerge in school in the transition process from one kind of knowledge to a different one (e.g. the transition from home to school knowledge)

**Skills:**
Upon completion of the course students:
- will have the ability see the theory behind the teaching practices and the material designed for teaching and used in the classroom

**Prerequisites**

None.

**Recommended Reading**

a) Basic Textbooks:
   - ΚΟΥΖΕΛΗΣ, Γ. (1991): Από τον Βιωματικό στον Επιστημονικό Κόσμο, Αθήνα: Κριτική
   - Additional References (up to 10):
     - ΓΚΟΤΟΒΟΣ, Αθ. (2002): Παιδαγωγική Αλληλεπίδραση, Αθήνα: Gutenberg

**Learning Activities and Teaching Methods**

Lectures & discussions.

**Assessment/Grading Methods**

Oral test.

**Language of Instruction**

Greek.

**Mode of delivery**

Face-to-face.
**EB0073 - Modern Greek History**

**Type of Module/Course:** Required Elective  
**Year of Study:** 3rd  
**Semester:** 5th  
**ECTS:** 5  
**Name of lecturer / lecturers:** Panagiotis Kimourtzis

**Content outline**

The course focuses on the analysis of the social, political, economic and cultural situation of Greece between the preparation of the revolution for independence and the late 20th century. The main goal of the course is to re-orientate the students from a perception of history that emphasises on events towards the use of three key analytical tools: Narrative, Interpretation, Comparison.

It is a course of extreme importance, since it is designed for future primary education teachers. As it is well-known, history is one of the main and particularly sensitive teaching subjects.

**ΕΓ0014 - Environmental Issues**

**Type of Module/Course:** Required Elective  
**Year of Study:** 3rd  
**Semester:** 5th  
**ECTS:** 5  
**Name of lecturer / lecturers:** Georgia Liarakou

**Content outline**

Within the frame of the course some of modern world’s most significant environmental and sustainability issues are analyzed.

First, planet’s conditions are presented both from environmental and economic/social aspect. Secondly, a series of issues such as pollution, deterioration of natural resources, climate change, food production (agriculture, stock-raising and fishery), water, waste management and biodiversity are discussed. The above issues dimensions are analyzed, their causes and consequences are discussed, their recommended tackling techniques are evaluated and alternative solutions are sought for, within the sustainability frame. Along with that, students get involved in research programs, and analyze critical environmental issues faced by their communities. Special emphasis is attributed to the progressive environmental change in Greece, which allows a better understanding not solely of the current environmental challenges, but also of the transition and resistance mechanisms produced by human interaction with nature.

**Learning outcomes**

**Learning objectives:**

...
Knowledge:
Upon completion of the course students:
– have comprehended the causes that led to the development of the environmental crisis.
– have comprehended the short- and long-term effects of environmental issues both on the biochemical and socio-economic level.
– got acquainted with the recommended tackling techniques.
– became conscious that the environmental issues are combined with societal and economic choices.

Skills:
Upon completion of the course:
• will have the ability to analyze the natural, economic and social dimensions of environmental issues.
• will be able to evaluate the recommended tackling techniques within the context of sustainability and to propose alternative ones.
• will have the ability to detect and critically analyze local environmental issues of their community.

Prerequisites
None.

Recommended Reading
a) Basic Textbooks
• Α. Γεωργόπουλος, Κ. Νικολάου, Α. Δημητρίου, Κ. Γαβριλάκης, Γ. Μπλιώνης (2014) Γη, ένας μικρός και εύθραυστος πλανήτης, Αθήνα: Gutemberg.
• G. TyllMiller (1999) Βιώνοντας το Περιβάλλον II, Προβλήματα Περιβαλλοντικών Συστημάτων, Αθήνα: Ίων
• Χ. Βλασσοπούλου & Γ. Λιαράκου (επ) (2011) Περιβαλλοντική Ιστορία, Μελέτες για την αρχαία και σύγχρονη Ελλάδα, Αθήνα: Πεδίο

b) Additional References
• G. TyllMiller (1999) Βιώνοντας το Περιβάλλον I, Αρχές Περιβαλλοντικών Επιστημών, Αθήνα: Ίων.
Learning Activities and Teaching Methods

The courses have both theoretical and practical nature. In particular, the lectures are combined with activities where students, working in teams, make field studies and collect data from local institutions. The results of each team will be presented and discussed in the plenary.

Assessment/Grading Methods

Assessment involves: written examination and the presentation of a research on a local environmental issue.

Language of Instruction

Greek

Mode of delivery

Face-to-face with activities in the class and in the field.

ΕΓ0031 - Didactics of Mathematics*

* No content outline.

ΕΔ0034 - Bilingualism

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<th>Type of Module/Course:</th>
<th>Required Elective</th>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Vasilia Kourtis-Kazoullis</td>
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</table>

Content outline

Bilingualism can be defined as the alternative use of two or more languages. This course examines bilingualism as a social phenomenon, as an individual phenomenon and as a phenomenon in education. The chapters of the course combine theoretical approaches with practical applications. Each chapter combines the theoretical framework of the subject to be examined and a practical example, such as the projection of a film and discussion or a visit to areas in the city that depict bilingualism at a local level or invited speakers.

Initially, bilingualism is approached as a social phenomenon. We examine linguistic diversity around the world and the reasons underlying the development of bilingualism. Language communities are studied as well topics such as language domains and language shift. We focus on social bilingualism or Diglossia with examples around the world and in Greece.

Then bilingualism is considered as an individual phenomenon through specific research fields such as: age, language competence, cognitive organization, language environment, sociocultural environments, attitudes and cultural identities.
Finally, approached the phenomenon of bilingualism is approached as a phenomenon in education. By using specific pedagogical approaches and theories of bilingualism, proposals are made for educational interventions for the learning / teaching of Greek as a second language.

Each chapter is linked to examples or activities.

**Learning outcomes**

Comprehension of the phenomenon and theories of bilingualism, which will form the theoretical basis for their educational interventions.

**Specific objectives:**
1. Students will comprehend the phenomenon of bilingualism as a social phenomenon.
2. Students will comprehend the phenomenon of bilingualism as an individual phenomenon.
3. Students will comprehend phenomenon of bilingualism as a phenomenon in education.
4. Students will apply pedagogical approaches and theories of bilingualism to teaching Greek to bilingual students.
5. Students will carry out to educational interventions for the learning / teaching of Greek as a second language.

**Prerequisites**

None

**Recommended Reading**

a) Basic Textbooks:

b) Additional References:
   - Τσοκαλίδου, Ρ. (2012). Το Πρώτο μου βιβλίο για τη Διγλωσσία. Θεσσαλονίκη: Πολύδρομο.

**Learning Activities and Teaching Methods**

- Assessment/Grading Methods

Oral exams.
Language of Instruction

Greek.

Mode of delivery

Face-to-face.

ΕΔ0045 - Teaching Literature

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<thead>
<tr>
<th>Type of Module/Course:</th>
<th>Optional required</th>
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<tbody>
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<td>Semester:</td>
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<td>ECTS:</td>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Louiza Christodoulidou</td>
</tr>
</tbody>
</table>

Content outline

In an introductory course we will look at the Schools of the Theory of Literature, which are suitable for teaching use and then we will focus on the contribution of the mythical method in the teaching of literature. This course is concerned with a proposal for the organization of the literature lesson at the base of a critical approach to the mythic archetypal theory, depending on the parameters that shape school practice. We will involve New Technologies and we will illustrate their dynamic relationship with the teaching of literature.

Our goal is to compare and contrast the two areas: the area of ancient knowledge and the area of new modern knowledge, and to research how the modern Greek text checks its original ancient Greek influence, because, whatever we say the friction between the two has caused new effulgence resulting in a better insight and understanding of both of the worlds which created them.

Learning outcomes

Knowledge:

The goal is that students know that
Myth and reason are not counterbalancing.

The deviation and adoption of irreconcilable versions of the myth, the poet masterfully poses the question: what is the poetic truth if the boundaries between truth and falsehood, myth and reality are fluid and that this is consistent with the fact that man is a contradictory being and life is built with all its contradictions.

Be able to understand that
-When the poet becomes familiar with the mythical method and that it is not enough to be able to simply link today with antiquity, but that only in the situation where their conversation with the ancient Greek myth shifts onto another deeper level, apart from the external shape of the form.

Moreover, that they can distinguish the:
terms that indicate internal poetic classifications: «taftosimia», «parasimia», «eterosimia».
«archaiothema» from «archaiomytha» poems.
Skills:
On completion of this course, students will be able

- to practice their reading experience.
- to use the methodological tools approach and penetratingly read poems with a mythological background.
- to submit proposals for the design of teaching and the production of teaching material for the lessons on literature, on the basis of mythical method.

Prerequisites
None

Recommended Reading

a) Basic Textbooks:
- Αναγνωστοπούλου, Δ. (2002). Αναγνωστική πρόσληψη στην Προσχολική και Πρωτοβάθμια Εκπαίδευση, Αθήνα: Πατάκης.

b) Additional References:

Learning Activities and Teaching Methods

-
Assessment/Grading Methods
The evaluation of the course will be with either by submitting an assignment or an oral examination or a combination of both.

Language of Instruction
Greek.

Mode of delivery
Face-to-face.

YA0004 - Cognitive Psychology and Language Development In Children

<table>
<thead>
<tr>
<th>Type of Module/Course:</th>
<th>ΚεΥΑ</th>
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<tr>
<td>Year of Study:</td>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Eleni Lipourli</td>
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</table>

Content outline
Within the context of cognitive psychology and psychology of language the processes of language comprehension and production are studied. Emphasis is given on the process of children’s language acquisition. The theoretical models (cognitive, biological, behavioural) of language acquisition are presented in relation to the theories of language processing. Child language development is analysed according to the phonological, grammatical (syntactic – morphological), semantic and pragmatic level of language system. Also, the important factors for children’s language comprehension and production are discussed, along with adults’ perceptual and productive processing of language.

Learning outcomes
Upon completion of the course, students will be able to understand the basic language developmental processes in children, as well as children’s language production and comprehension. They will be familiarized with the developmentally appropriate learning and teaching concepts and practices. Also, they will be able to assess the differences in children’s development.

Prerequisites
None

Recommended Reading
a) Basic Textbooks:
b) Additional References:

Learning Activities and Teaching Methods
Lectures, laboratory tests, discussions, paper presentations.

Assessment/Grading Methods
Assessment involves: Final written exams, optional essay for 2 extra points.

Language of Instruction
Greek.

Mode of delivery
Face-to-face.

YB0001 - Sociology of Education

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<thead>
<tr>
<th>Type of Module/Course:</th>
<th>ΚεΥB</th>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Polykarpos Karamouzis</td>
</tr>
</tbody>
</table>

Content outline
Description of the relationship between Sociology and Sociology of Education. Historical origins, theoretical approaches and contemporary perspectives.
Basic social functions of education.
Inequality and social discrimination at school.
Teachers and their modern role.

Learning outcomes
To understand the social aspects of education.
To distinguish the historical and political dimensions of the educational process.
Students become familiar with the theories developed on the sociological dimension of Education.
Be able to manage social inequality phenomena in school.
To acquire a modern voice and role in school and in society.

ΠΡΑΚ-Α - Analyzing the teaching field

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<tr>
<th>Type of Module/Course:</th>
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<tbody>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Maria Darra</td>
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</table>

Content outline

The course is articulated on two levels: The first level presents and analyses the general theoretical principles and the practical (applied) approaches of Didactics that relate to the following thematic axes: (a) alternative orientations of teaching; (b) basic strategies of teaching; (c) teaching and learning processes of planning, implementing and evaluating teaching; (d) selection and organisation of the teaching material; (e) forms of expression and means of evaluation of the learning outcomes; (f) use of technology – selection and didactic utilisation of the teaching material; (g) exercise in obtaining/improving didactic skills as well as skills of comparative and hermeneutic evaluation, and improving the effectiveness of teaching through experiential approaches (presentations and following of micro-teachings).

On the second level, the students attend teaching in school classes, observe and record the structural elements of teaching on the basis of specific axes–keys of observation, discussing with the teachers, with the aim being to understand and take them into consideration when preparing their teaching in the next stages of practical exercise.

Content

<table>
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<tr>
<th>Module</th>
<th>Teaching modules</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>Specification of the main terms and concepts of Didactics</td>
</tr>
<tr>
<td>Module 2</td>
<td>General Didactics: methods, models, forms and teaching strategies – Critical and creative thought in the teaching practice</td>
</tr>
<tr>
<td>Module 3</td>
<td>Teaching and learning processes of planning, implementing and evaluating teaching</td>
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<tr>
<td>Module 4</td>
<td>Alternative forms, techniques and methods of teaching and learning</td>
</tr>
<tr>
<td>Module 5</td>
<td>Development of active and experiential learning: teamwork-based learning environments, projects</td>
</tr>
<tr>
<td>Module 6</td>
<td>Selection and organisation of the teaching content. Questions in the teaching process: its role and functions.</td>
</tr>
<tr>
<td>Module 7</td>
<td>Pedagogical differentiation in the school class: forms of pedagogical differentiation, methods of application of differentiated teaching, examples of application of differentiated teaching – Case studies</td>
</tr>
</tbody>
</table>
Module 8 | Matters pertaining to dimensions of the teaching reality, as manifested in modern education and in the students’ interests

Module 9 | Presentation of the 1st teaching plan: Analysis and reflection on the teaching plan

Module 10 | Presentation of the 2nd teaching plan: Analysis and reflection on the teaching plan

Module 11 | Presentations of micro-teachings: Analysis of micro-teachings and reflection

Module 12 | Presentations of micro-teachings: Analysis of micro-teachings and reflection

Module 13 | Presentations of micro-teachings: Analysis of micro-teachings and reflection

**Learning outcomes**

The aims of the course are: (a) the students acquiring the theoretical background, as well as practically implementing (through planning and implementing micro-teachings) knowledge relating to: the prioritisation of teaching aims, the didactic and learning activities of planning, implementing and evaluating teaching, the competencies and the nature of students and, by extension, the desired type of educator; and (b) by means of systematic observation, getting to know the basic components of the school reality (conditions and requirements of teaching, learning and organising school life), as well as reflecting, by utilising their theoretical knowledge, in combination with current teaching practices and organisation of the school culture.

Consequently, the students will be in a position to:

- **Know:**
  - the conceptual content of the main terms of Didactics, as well as the principal structural elements of teaching;
  - the basic forms, techniques and methods of teaching and learning, their main characteristics and differentiations;
  - the processes for developing critical and creative thought in the teaching practice;
  - the teaching and learning processes of planning, implementing and evaluating teaching;
  - the processes for developing active and experiential learning;
  - the processes for selecting and organising the content of teaching, as well as the role and the functions of questions in the teaching process;
  - the ways of implementing differentiated teaching.

- Implement their theoretically knowledge on teaching and learning in the teaching practice, by planning and implementing micro-teachings.
- Evaluate their teaching on the basis of specific criteria.
- Analyse their teaching on the basis of specific criteria.
- Reflect on teaching on the basis of Observation – Assessment – Feedback criteria related to teaching.
- Re-organise the plan of a course already taught, by integrating all the improvements proposed during the micro-teaching analysis/reflection stage.
Prerequisites

Enrolment in the practical exercises of Stage A is successful completion of the course YA0005: “School Pedagogics”.

Recommended Reading

a) Basic Textbooks:

- ΧατζηδήμουΔ. (2007), Εισαγωγή στη Θεματική της Διδακτικής. Συμβολή στη θεωρία και στην πράξη της διδασκαλίας. Θεσσαλονίκη, Εκδόσεις Κυριακίδη.
- Ματσαγγούρας Η. (2011), Θεωρία και Πράξη της Διδασκαλίας. Ενιαίο. Αθήνα, Εκδόσεις Gutenberg.
- Μακρίδου – Μπούσιου, Δ., Γιουβανάκης, Α., Σαμαρά, Χ. και Ταχματζίδου Αικ. (2005), Θέματα Μάθησης και Διδακτικής. Β´ Έκδοση, Θεσσαλονίκη, Εκδόσεις Πανεπιστημίου Μακεδονίας.

b) Additional References:

- Καψάλης, Α. και Βρεττός, Ι. (2002), Μικροδιδασκαλία και άσκηση διδακτικών Δεξιοτήτων. ΕκδόσειςΑτραπός, Αθήνα.
- Ματσαγγούρας Η. (2000), Σχολική τάξη, Αθήνα, Εκδόσεις Γρηγόρη.
- Παπαδοπούλου Β.(2010), Παρατήρηση Διδασκαλίας: Θεωρητικό Πλαίσιο και Εφαρμογές, Θεσσαλονίκη, Εκδόσεις Κυριακίδη.
- Πουρκός, Μ., & Κατσαρού, Ε. (2011) (Επιμ.): Βίωμα, μεταφορά και πολυτροπικότητα. Εφαρμογές στην επικοινωνία, την εκπαίδευση, τη μάθηση και τη γνώση. Θεσσαλονίκη, Εκδόσεις Νησίδες.
- Τριλιανός, Θ. (2004), Μεθοδολογία της Σύγχρονης Διδασκαλίας. Καινοτόμες επιστημονικές προσεγγίσεις στη Διδακτική Πράξη, τόμοι Α´ και Β´, Αθήνα, Αυτοέκδοση.

Learning Activities and Teaching Methods

Presentation, processed examples, guided discussion, co-operative work, guided research, exercises in Scenarios, case study. In addition, in the context of the course, a series of recent articles will be discussed, covering in more detail specific aspects of the course that are
either related to implementation studies or refer to methodological analyses, comparisons and approaches, with the aim being to better attain the aims of the course.

**Assessment/Grading Methods**

Evaluation of written assignment. In view of awarding teaching units, in addition to a written assignment, students are required to participate successfully in a written examination (interim proficiency test) and to be evaluated based on the presentation of a micro-teaching using specific evaluation criteria. The micro-teaching must be presented in the context of the course. A further requirement for successfully completing the course is attending a minimum of ten (10) micro-teachings.

More in detail, course assessment is based on the following:

a. Written assignment (50%).
b. Presentation of a micro-teaching (30%).
c. Written examination (20%).

**Language of Instruction**

Greek.

**Mode of delivery**

Face to face.

**ΠΡΑΚ-Β1 - Applied Language Teaching***

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<thead>
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<th>Type of Module/Course:</th>
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<td>Year of Study:</td>
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<td>Name of lecturer/lecturers:</td>
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*** Not offered in academic year 2016-17.

**ΠΡΑΚ-Β2 - Theory and Practice in Mathematics Education**

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<tr>
<td>Name of lecturer/lecturers:</td>
<td>Evgenios Avgerinos</td>
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</tbody>
</table>

**Content outline**

This course is constructed on the following two thematic axes: Empowering students’ mathematical skills and practicing of primary teachers observations in real classroom settings. Briefly, students usually work in groups concerning:

a) National Curriculum Framework – Cross Thematic Curriculum in compulsory education and Epistemologies for Mathematics Teaching
b) Theories about didactics and psychology of learning mathematics  
c) School block teaching practice aimed at teachers’ scientific observations by students and 
d) Six months essay preparation for scientific discussion about the observed teaching practices by the students.

**Learning outcomes**

Students are expected to develop their skills through having: a) focused on theories for teaching and learning mathematics b) integrated Technological Pedagogical Content Knowledge –TPCK- in mathematics lessons c) focused on relevant recent research review.

**Prerequisites**

Submission of a six month’s protocol, essays, lesson plans and PowerPoint presentations.

**Recommended Reading**

**a) Basic Textbooks:**
- Κολέζα Ε. (2009) Θεωρία και Πράξη στη Διδασκαλία των Μαθηματικών. Μοτίβο Εκδοτική Α.Ε.-Εκδόσεις Τόπος  
- Λεμονίδης Χ. (2013) Μαθηματικά της Φύσης και της Ζωής Εκδ. Ζυγός.

**b) Additional References:**
- Τσεσμελή, Σ., Λιάπη Β. & Χιονίδου-Μοσκοφόγλου Μ. (2013). Η συμβολή της λεκτικής αναδιατύπωσης και της εικονιστικής αναπαράστασης στην Επίλυση Μαθηματικού Προβλήματος σε μαθητές Δημοτικού Σχολείου, στο Έρευνα στη Διδακτική των Μαθηματικών, τευχ. 6  
- Χιονίδου-Μοσκοφόγλου, Μ. (1999). Επιμόρφωση των Εκπαιδευτικών στο Κονστρουκτιβιστικό Μοντέλο Διδασκαλίας και Μάθησης των Μαθηματικών με Χρήση Ανοιχτών Προβλημάτων (open-ended) και Ομαδό-συνεργατικής Διδασκαλίας. Ερευνητική Διάσταση της Διδακτικής των Μαθηματικών, τ.3-4, 3-36.

**Learning Activities and Teaching Methods**

Combination of lectures, workshops, tutorials lessons and seminar discussions.
Assessment / Grading methods

Qualitative combination of students’ group essays, participation in class activities, quality of protocol essay, oral or written exams.

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

ΠΡΑΚ-Β3 - Theory And Practise In Science Education

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<tr>
<th>Type of Module/Course:</th>
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<td>Semester:</td>
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<tr>
<td>Name of lecturer/lecturers:</td>
<td>Michael Skoumios</td>
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</table>

Content outline

The framework of this subject involves a study of the themes related to Science Education (concepts, teaching objectives, choice of content, teaching strategies, learning processes and assessment) and labwork teaching (labwork activities). Moreover, students undertake practical assignments in schools, consisting of teaching observation and fulfilment of study, including a presentation of the observation tool, the results of the observation and their assessment.

Learning outcomes

At the end of the course students should be able to: (a) Demonstrate knowledge regarding different techniques of teaching science, (b) Develop and sequence science lessons for the elementary school students and be familiar with classroom management techniques, (c) Select and use appropriate instructional strategies and equipment, (d) Design activities which promote the development of concepts, process skills, and a positive attitude toward science, (e) Be aware of specific science topics taught in primary schools and know where to gather resources to aid in the teaching of those topics, (f) Be familiar with how to assess progress of elementary school students who are learning science, (g) Use different technological tools to develop elementary school students’ understanding of science concepts.

Prerequisites

None.
Recommended Reading

a) Basic Textbooks:


b) Additional References:


Learning Activities and Teaching Methods

Seminar-type lesson, teamwork.

Assessment/Grading Methods

Written work (30%), labwork (20%) and oral exams (50%).

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

ΠΡΑΚ-Β4 - Applied Didactics of History (Phase B)

<table>
<thead>
<tr>
<th>Type of Module/Course:</th>
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<tbody>
<tr>
<td>Year of Study:</td>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Giorgos Kokkinos</td>
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</tbody>
</table>
Content outline

The course is structured in two axes and is based on the student’s sufficient knowledge on the course “History and its Didactics”, which is given in the first semester. The first axis concerns the field observation of history lessons at school, the recording of its components, and the evaluation of its learning practices, according to an encoded table on which the new didactic of history contrasts the traditional didactic. The second axis regards students group essays, which seek to deepen and extend the knowledge and skills of students in relation to current developments in the field of history education; more specifically, the way of approaching controversial and traumatic historic events is explored. At the end of the course every student has access to all the material that is produced.

Learning outcomes

Students expected to develop their didactic skills through having:

- received insight into historical-didactic theories
- charted and assessed the pupils levels of development and skills, interests, study habits and learning background for adapted education in history
- applied curricula relevant for history as school subject
- contributed to developing a good learning environment and good study habits in the subject of history
- been familiar with modern teaching practices on history education.
- been able of critical review of the contemporary specialized bibliography.

Prerequisites

Submission of protocol essays, design and write a Powerpoint presentation

Recommended Reading

a) Basic Textbook:


b) Additional References:

• Keith Barton & Linda Levstik, Teaching History for the Common Good, Metaichmio, Athens 2008.

**Learning Activities and Teaching Methods**

A combination of lectures, workshops, tutorials lessons and seminar discussions.

**Assessment/Grading Methods**

Combination of students’ group assignment, participation in the class, quality of protocol essay, oral exam.

**Language of Instruction**

Greek.

**Mode of delivery**

Face to face.

**ΠΡΑΚ-Β5 - Design and Creation of Digital Material for e-Learning and Distance Education**

<table>
<thead>
<tr>
<th>Type of Module/Course:</th>
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<tr>
<td>Year of Study:</td>
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<td>Semester:</td>
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<td>ECTS:</td>
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<tr>
<td>Name of lecturer/lecturers:</td>
<td>Alivizos Sofos (<a href="http://www.Isosof.com">www.Isosof.com</a>)</td>
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</table>

**Content course**

In this course students are trained in the necessary procedures for the planning, organization, implementation and evaluation of teaching, as well as in making new media and digital technologies as anticipated in the curriculum of primary education. Applied organization of the course is offered, so that students, through their active participation, create in- practice training materials for e-learning. For better organization of the process, groups of 5 to 6 people will be formed. At the same time each student group in collaboration with the class teacher and the supervisor

1. will establish a teaching theme with *the original utilization* of the new media, 2. will proceed to *the teaching transformation* of matter, in accordance with the methodology proposed and 3. *implement teaching* in the classroom.
Practical exercises are structured into the following stages:

**1st stage: Analysis of the didactic field** (2nd-4th week): analysis of the reference group and the educational field through observation with specific tools. Specifically, students attend and participate for 2 weeks in the classroom educational adviser have been ranked in order to meet the General class and students more focused, e.g., interests, abilities and skills in Media and design, organize and implement a focused educational intervention that will correspond to the actual level and interests of students.

**2nd stage: construction of necessary knowledge** (5th-7th week): the demarcation of personal goals is actualized (usually 1-2 targets), in conjunction with the subject under investigation and the teaching and examination of teaching approaches, in cooperation with the teacher and the teacher advisor (mentor). In addition, investigation of the thematic content and choice of teaching methodology and teaching means, e.g. WebQuest, interactive whiteboard, reportage, moral dilemma, which related to education in the media and electronic material. The special teaching methodology is demarcated by the student as a personal learning objective which is assessed by him/her after teaching in the classroom. At the same time, in order for students to deepen their knowledge of didactic methodology, they teach to their fellow students in the form of mikrodidaskalas. Educational consultants (advisors) are invited to the University course and share in the process which functions partially as informal training. Student and educational co-operation class continues and assumes an advisory role.

**3rd stage: Interactive –Targeted preparation and design of teaching. Analysis of video-recorded microdidaskalas** (week 8): progressive completion of didactic transformation of digital materials, in accordance with the proposed methodology, and subsequently, drafting of the teacher-training scenario. On the basis of advisor’s feedback, the teacher advisor (mentor) students plan the draft teaching

**4th stage: Actualizing the revised classroom instruction** (9th-11th week): Following from the above is the implementation of teaching in 2 to 4 classroom teaching hours (over 2 weeks). At this stage mutual observation of students in groups can be made based on appropriate teaching analysis tools. In addition, the students begin writing the teaching ‘scenario’ according to the guidelines provided by the University.

**5th stage: Targets and teaching feedback** (12th-13th week): targeting: a) in educational cases collected and recorded by the trainee student (on the basis of individual training journal), (b) with reference to the extent of achievement of staff target position, utilizing specific reflection tool and c) on the quality of educational planning and the formulation of individual conclusions for the professional development of students (based on the feedback of the mentor and the teacher responsible for practical training exercise).

**Learning outcomes**

After successful completion of the course students will be able:

**at the level of knowledge:**

- to know the relevant objective (ΔΕΠΠΣ) concerning the utilization of media in the educational process
- to know at least four basic tools of analysis of the educational field
- to describe the steps that must be followed
- to design experimental teaching to meet various models and teaching methods
• to illustrate key criteria for evaluating the educational scenario

**at the level of ability:**

• to design a training scenario oriented towards school legislation
• to organize short educational field observation for the purpose of recording students' educational capital
• to design teaching and learning resources/material that will provide solutions for teaching
• to evaluate the experimental teaching on the basis of criteria that have been studied for assessing educational scenarios

**at the level of skills:**

• to make short teaching lessons designed according to the methodology etc
• to create and deliver an educational scenario on the basis of the specifications discussed in the lesson
• to draw up a final report reflecting on the teaching carried out

**Prerequisites**

The successful monitoring of the course YA007.

**Recommended Reading**

*a) Course manuals and books:*

• Notes on the site of course
• Sofos, A. Kron, F. (2010). *Effective Teaching using Media. From the personal and primary to Quaternary and digital media*. Athens: Gregory

*b) Supplementary bibliography:*


**Learning Activities and Teaching and methods**

The processing of thematic fields is organized as a seminar with hybrid learning (learning blendend) and partially as laboratory application and exercise. Basic methods of work are: introduction, presentation of projects / assignments, group activities

**Assessment / Grading**

The rating of the traineeship is based on: 1. the teaching plan, 2. classroom teaching or mikrodidaskalia, 3. an educational calendar and 4. an oral exam

Assessment is based on 2 axes: a) the active participation of students in the educational process insured by their involvement in submitted work and considered as a requirement for understanding the content of the lesson and for participation in final exams and b) on-time
This course has 5 ECTS which means a 150-hour workload for students

1. Observation of lesson 3 hours for 13 lessons (total workload 39 hours)
2. 1st stage Analysis of the teaching field: contains 1-2 weeks of follow-up, at least 40 working hours and 5 hours of work on writing the documented reference for the explanation of the first proposal for teaching. (total workload 45 hours)
3. 2nd stage Interactive – Targeted preparation and plan of teaching: study of teaching methods (10 hours) transformation of content in educational activities (10) (total workload 20 hours)
4. 3rd stage Analysis and preparation of first draft of teaching: teaching transformation of educational intervention (20 hours) transformation of content in educational activities (total workload 20 h)
5. 4th stage Review and implementation of the teaching 2 to 4 teaching hours: Review of the teaching plan after counselling by the supervising instructor (6 hours) and the realization of teaching transformation of content in educational activities (2-4 hours) (total workload 8-10 hours)
6. 5th stage Meditation and redesign of teaching: discussion over the necessary conversions of didactic screenplay (10 hours) and revision (10 hours) (total workload 20 h)

Language of Instruction
Greek.

Mode of delivery
Work to be submitted to instructor’s office by student in person.

ΠΡΑΚ-Γ1 - Applied Language Teaching*

* No content outline.

ΠΡΑΚ-Γ2- Theory and Practice in Mathematics Education

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<td>Name of lecturer/lecturers:</td>
<td>Evgenios Avgerinos</td>
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Content outline

Students enhance the theoretical and experiential knowledge as a continuation of the previous semester course named PR-2. Specifically: a) Students study teaching and learning methods in order to be able to teach four-hour lessons on mathematics at primary school (literature review, innovative teaching methods, construction of teaching material, lesson plans, pupils ‘assessment) and b) Students prepare an essay that include
their lesson plans, the pupils’ learning outcomes emerged from their teaching, pupils assessment, and their metacognitive processes.

**Learning outcomes**

Students are expected to: a) develop basic teaching skills to create constructivist learning environments b) to be familiar with designing mathematical activities in multiple representational systems especially by integrating mathematical software c) to gain meaningful mathematical Knowledge d) to develop learning and teaching students communities in order to adapt alternative teaching and learning approaches in mathematics e) to use and construct learning games. f) to become familiar with qualitative pupils’ assessment. g) to have mathematical software experiences for teaching and learning process.

**Prerequisites**

Submission of a six month’s protocol, essays, lesson plans and PowerPoint presentations.

**Recommended Reading**

a) Basic Textbooks:
- Κυνηγός, Χ. (2011) Το Μαθημα Της Διερευνησης Εκδ. Τόπος
- Λεμονίδης Χ. (2013) Μαθηματικά της Φύσης και της Ζωής Εκδ. Ζυγός.
- Van De Walle (2005) Μαθηματικά για το Δημοτικό και το Γυμνάσιο . Τ. Τριανταφυλλίδης. Εκδ. Τυπωθήτω

b) Additional References:
- Χασάπης Δ. (1996) Τα πλαίσια αναφοράς των μαθηματικών εννοιών κατά τη διδασκαλία τους στην πρωτοβάθμια εκπαίδευση και οι ιδεολογικοί τους προσανατολισμοί , Τα Μαθηματικά στην εκπαίδευση και την κοινωνία,
Learning Activities and Teaching Methods
Combination of lectures, workshops, tutorials lessons and seminar discussions.

Assessment/Grading Methods
Combination of students’ group essays, participation in class activities, quality of protocol essay, oral or written exams.

Language of Instruction
Greek.

Mode of delivery
Face-to-face.

ΠΡΑΚ-Γ3 - Theory And Practise in Science Education

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<tr>
<td>Name of lecturer/lecturers:</td>
<td>Michael Skoumios</td>
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Content outline
The framework of this subject involves a study of the themes related to Science Education (concepts, teaching objectives, choice of content, teaching strategies, learning processes and assessment). Moreover, students undertake practical assignments in schools, consisting of teaching and fulfilment of study, including a presentation of the teaching sequences and the results of the implementation of the teaching sequences to school classroom.

Learning outcomes
At the end of the course students should be able to: (a) Demonstrate knowledge regarding different techniques of teaching science, (b) Develop and sequence science lessons for the elementary school students and be familiar with classroom management techniques, (c) Select and use appropriate instructional strategies and equipment, (d) Design activities which promote the development of concepts, process skills, and a positive attitude toward science, (e) Be aware of specific science topics taught in primary schools and know where to gather resources to aid in the teaching of those topics, (f) Be familiar with how to assess progress of elementary school students who are learning science, (g) Use different technological tools to develop elementary school students’ understanding of science concepts.
Prerequisites

None

Recommended Reading

a) Basic Textbooks:

b) Additional References:

Learning Activities and Teaching Methods

Seminar-type lesson, teamwork.

Assessment/Grading Methods

Written work (50%) and oral exams (50%).

Language of Instruction

Greek.

Mode of delivery

Face-to-face.
ΠΡΑΚ-Γ4- Applied Teaching in History*

* No content outline.

ΝΠ-ΑΓ5 - Excersise Of Professional Practise Deepening In Pedagogical Field Works Under The Context Of Mentoring

Type of Module / Course: Compulsory
Year of Study: 4th
Semester: 8th
ECTS: 5
Name of lecturer/lecturers: Alivizos Sofos

Content outline

Practical Exercise of Pedagogical Deepening under the context of mentoring, combined with working for an amount of time in a pedagogical field work, deepens into basic aspects of educational action (e.g. basic concepts of Pedagogy, education bodies, target groups and procedures of educational practice, types of school organization) which are subjects of General Pedagogy. Students choose through a thematic catalogue of fields, each containing a number of educational issues in which they deepen through a) systematic classroom’s observation, b) study of related bibliography and c) assignment on the selected issues. The basic fields are strongly related with the aspects that synthesize the Pedagogical and Teaching efficiency of educators: 1. Educational unit and the educator’s profession, 2. Education and Training 3. Communication and Interaction, 4. Teaching, 5. Diagnosis, Consulting and Evaluation. Practical Exercise of Pedagogical Deepening focuses on:

- improving connectivity between University, working field (school unit) and future educators,
- the deeper understanding of future working field,
- improving the quality of training students through their effective participation in all educational activities for better understanding of the conditions and consequences of pedagogical action,
- the wording of individual thoughts, as opposed to others’ opinions and scientific perspectives, that may be presented orally and in writing, in a scientifically consistent and understandable format for other,
- developing a mentor relationship– in the context of cognitive apprenticeship, stochastic dialogue and consultative feedback of educators – mentors.

The ultimate goal is for students to develop abilities, skills and attitudes of a professional educator in order to be able to analyze and mull over the conditions of teaching, the educational options and their implementation. To be able to configure differentiated teaching and learning environments, analyze and shape communication, interaction and counseling support circumstances and to actively participate in their professional development and shaping of the school unit profile in which they exercise their practice.
Learning outcomes

Upon completion of the course, students will be able:

**on knowledge level:**
- to know the set of tasks that are performed in a pedagogical task field
- to describe the basic features that characterize a teacher
- to know quality tools of observation and reflection of educational work

**on abilities level:**
- to plan short-range research project
- to mull over the dimensions of mentoring relationship that they experienced
- to mull over what they experienced during practice and their subjective considerations about the educator’s profession

**on skills level:**
- to conduct research work regarding their pedagogical practice
- to prepare a report regarding their practice
- to mull over the practical exercise they carried out

Prerequisites

The successful attending of practical exercises B

Recommended Reading

Notes on the website of the course

Learning Activities and Teaching Methods

It refers to application of laboratory knowledge and production of educational material for online education.

Assessment/Grading Methods

The evaluation criteria relate to the following:
- systematic completion of educational calendar and the quality of the recordings
- conducting a short research paper
- completing questionnaire
- systematic work and engagement with the contents of the course

Language of Instruction

Greek.

Mode of delivery

The course requires physical attendance at the tutor’s office.
NΠ-ΑΓ1- Applied Language Teaching***

*** Not offered in academic year 2016-17.

NΠ-ΑΒΓ6- Applied Didactics of Political Education***

*** Not offered in academic year 2016-17.

NΠ-ΑΒΓ7 - Applied Religion Teaching***

Content outline

1. Study of the basic aspects of religious education
2. The religious Education in the Classroom
3. Interfaith Education and Modern School
4. Interreligious Education and Scripts of Teaching
5. Literacy Texts-New Technologies and Religion

Learning outcomes

1. Investigation of historical relationship between School and religious Education
2. Understanding of the necessity of a course of interfaith education in the contemporary School
3. Use of new Technologies in the teaching of religions
4. Use of literal texts as a method of interreligious education

Prerequisites

None

Recommended Reading

a) Basic Textbooks :
   - Καραμούζης, Π. Πολιτισμός και Διαθρησκευατική Αγωγή, Εκδόσεις Επίκεντρο 2011
   - Περσελής, Ε. Θεωρίες Θρησκευτικής ανάπτυξης και αγωγής, Εκδόσεις Γρηγόρη 2000
   - Περσελής, Ε. Εξουσία και Θρησκευτική Αγωγή στην Ελλάδα του 19ου Αιώνα 1997

b) Additional References:
Content outline

Within the frame of this course, some of the most frequently used methodological approaches and techniques in environmental education implemented at school. These approaches are analyzed with certain pedagogical principles of environmental education in mind, such as active learning, collective construction of knowledge, critical thinking development and open or controversial issues exploration. More specifically the following approaches and techniques are implemented: project, role playing, brain storming, ethical dilemma, concept mapping, field study and debate. Students, working in teams, actively implement these techniques at school, using topics from the environmental and sustainability issues repertoire. In addition, students evaluate the process and examine the conditions of techniques implementation in real teaching situations.

Learning outcomes

Learning objectives:

Knowledge:

Upon completion of the course students:
- have comprehended the nature and basic characteristics of environmental education techniques
- have comprehended the processes and rules of these techniques
- got acquainted with the planning and implementation methodology of specific techniques

**Skills:**

Upon completion of the course students:

- will have the ability to select the appropriate teaching technique for the aims of the environmental program or activity which they implement
- will be able to implement teaching techniques in real teaching situations
- will have the ability to adjust teaching techniques according to the age and learning level of the students
- will be able to evaluate the results of specific teaching techniques

**Prerequisites**

None.

**Recommended Reading**

a) Basic Textbooks:
- Π. Βασάλα & Ε. Φλογαίτη (2004) Ο κόσμος της θάλασσας, Αθήνα: Μεταίχμιο
- Α. Δημητρίου (2009) Περιβαλλοντική Εκπαίδευση: Περιβάλλον, Αειφορία, Θεσσαλονίκη: Επίκεντρο

b) Additional References:
- Γεωργόπουλος, Α. & Τσαλίκη, Ε. (1993) Περιβαλλοντική Εκπαίδευση: Αρχές, Φιλοσοφία, Μεθοδολογία, Παιχνίδια & Ασκήσεις. Αθήνα: Gutenberg
Learning Activities and Teaching Methods

The courses have both theoretical and practical nature. In particular, the lectures are combined with workshops and active implementation of the environmental education techniques at school.

Assessment/Grading Methods

Assessment involves: protocols, evaluation reports.

Language of Instruction

Greek.

Mode of delivery

Face-to-face with activities in the class.

**NP-ΘΓΓ6- Practice in Teaching of Information Technology***

<table>
<thead>
<tr>
<th>Type of Module/Course:</th>
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<td>Year of Study:</td>
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<td>8th</td>
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<td>6</td>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Costas Tsolakidis</td>
</tr>
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*** Not offered in academic year 2016-17.

Content outline

During the course, students work with a classroom of an elementary school. They evaluate the level of knowledge of students, technology available at their school, the time available for teaching and teaching conditions in general. They teach the pupils of the primary school a specific subject and communicate with them using a system built for this purpose. It is usually a Blog or a Site. After the teaching, the university students evaluate the process and prepare a study outlining the conditions and results of their effort.

Learning outcomes

With this course students will:

- Have a first experience for teaching information technology or any other object using information technology.
- Take into account various practical considerations such as lack of time, existing equipment, the capability (bandwidth) of the network connection and other parameters.
- Learn how to form an essay-report.
Prerequisites

Before taking the course students should have to pass the subjects:
1. ΥΓ0006 Informatics, New Technologies and Education
2. ΕΓ0003 Introduction to Information Technology

Recommended Reading

The syllabus is covered by notes found on the Department’s website and updated regularly. More instructions are given covering practical aspects of the subject.

Learning Activities and Teaching Methods

Assessment/Grading Methods

The students present an essay. Their work includes a theoretical study of the subject with reference to Greek and foreign literature. It includes the description of the procedure and its implementation in the class of the specific school. They perform a statistical analysis and the results are analyzed.

Language of Instruction

Greek.

Mode of delivery

Face to face.

**ΝΠ-ΑΔΓ8 - Applied Folklore Teaching***

*** Not offered in academic year 2016-17.

**ΝΠ-ΓΓ2Applied Teaching of Mathematics***

*** Not offered in academic year 2016-17.

**ΝΠ-ΓΓ3 -Applied Science Education***

*** Not offered in academic year 2016-17.

**ΝΠ_ΓΓ4 - Applied Teaching in History***

*** Not offered in academic year 2016-17.
**NΠ_ΑΔΓ6** Practical Exercise in Language and Cultural Diversity***

*** Not offered in academic year 2016-17.

**EA0001 - Theoretical approaches to the Family**

- **Type of Module/Course:** EnA
- **Year of Study:** 3rd or 4th
- **Semester:** 5 or 7
- **ECTS:** 4
- **Name of lecturer / lecturers:** Anastasia Tsamparli

**Content outline**

The lesson approaches family functioning through the theoretical schools of family therapy. The schools taught are the following: b. Systemic School of Palo Alto b. Structural School of Minutchin c. Transgenerational School of Bowend. The Family Life Cycle. The aim of this lesson is to enable students to collaborate successfully with the families of their future students.

**Learning outcomes**

**Learning objectives:**
- Introduction to Systems theory
- Learn the ways families function.
- Learn main differences in the functioning between functioning and dysfunctioning families.

**Prerequisites**

None.

**Recommended Reading**

a) **Basic Textbooks:**
- a. Lecturer’s university notes.

b) **Additional References:**

**Learning Activities and Teaching Methods**

Presentations (keynotes, use of power point, video projection).
Assessment/Grading Methods

Written examination.

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

**EA0014 - The Subject and Knowledge***

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<th>Type of Module/Course:</th>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Konstantinos Vratis</td>
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*** Not offered in academic year 2016-17.

Content outline

This course aims to introduce students to the relationship between the formation of the social subject and the construction of knowledge. The course focuses on the theories by M. Foucault and on theories that conceptualize knowledge as a specific relationship between the subject and the social reality.

Learning outcomes

Learning objectives:

Knowledge:

Upon completion of the course students:

- will have been introduced into M. Foucault’s work about knowledge.
- will have realized that the formation of subject directly depends on the construction of knowledge
- will have realized that knowledge represents the subject’s relationship to the social reality.

Skills:

Upon completion of the course students:

- will have the ability to distinguish the diverse relationships between subjects and social reality on the basis of knowledge that the subjects have developed.

Prerequisites

It is suggested that students have accomplished the course about “Theories of Learning”
Recommended Reading

a) Basic Textbooks:
- BERNARD Charlot, Η σχέση με τη γνώση, Μεταίχμιο, Αθήνα 1999

b) Additional References:
- FAUCAULT, M. (..) Αρχαιολογία της Γνώσης
- ΑΛΤΟΥΥΣΕΡ, Λ. «Για τη γνωστική διαδικασία» στο Λ. Αλτουσέρ, Θέσεις, Αθήνα: Θεμέλιο, 1977
- ΚΑΛΗΜΕΡΙΔΗΣ, Γιώργος «Μισέλ Φουκώ: Πειθαρχία και σχολείο» στο Virtual School, The sciences of Education Online, τόμος 1, τεύχος 2, Αύγουστος 1998

Learning Activities and Teaching Methods

Reading and Discussion of the texts, small essays, presentations of the essays.

Assessment/Grading Methods

Essay and Oral test.

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

EA0054 - Psychology of Motivation

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<td>Name of lecturer / lecturers:</td>
<td>Eleni Lipourli</td>
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Content outline

Learning outcomes

Upon completion of the course, students will be able to comprehend the basic theoretical models of motivation and evaluate the current perspectives to motivation research. They will be able to identify the underlying assumptions of motivational theories and analyze the implications for educational research and practice. Also, they will be able to analyze the relationships between motivation, learning, teaching, and performance.

Prerequisites

None.

Recommended Reading

a) Basic Textbooks:
   - Κωσταρίδου-Ευκλείδη Α. (2012). Ψυχολογία κινήτρων. Αθήνα: Πεδίο..

b) Additional References:

Learning Activities and Teaching Methods

Lectures, laboratory tests, discussions, paper presentations.

Assessment/Grading Methods

Assessment involves: Final written exams, optional essay for 2 extra points.

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

EA0061 - Education of Students with Mild Special Educational Needs

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<tr>
<td>Name of lecturer / lecturers:</td>
<td>AssiminaTsibidaki</td>
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</table>
Content outline

Special education is a discipline that develops dynamically and aims to the whole growth of students with special educational needs. In this course, we examine the aetiology, the clinical characteristics, as well as the educational treatment of students with mild special educational needs.

Learning outcomes

This course will introduce students into assessment and education of students with difficulties. Specifically, students will gain knowledge about the following cases:

- Learning difficulties
- Language and speech problems
- Emotional and behouvioral difficulties
- Attention Deficit Hyperactivity Disorder (ADHD)
- Giftedness

Prerequisites

None.

Recommended Reading

a) Basic Textbooks:
   - Lecturer’s university notes posted on Moodle.

b) Additional References:

Learning Activities and Teaching Methods

The learning activities and teaching methods to be used are:

- Presentations (keynotes, use of power point, video projection)
- Group/collaborative activities (interactive activities, role playing, debates), and individual or group exercises during the lectures.

Assessment/Grading Methods

- Written exams: multiple choice, true – false, critical thinking and development
- Optional prosthetic essays (grades: 0 to 3, in a 10 point scale)

Language of Instruction

Greek.
Mode of delivery

Face-to-face.

**EA0065 - School Evaluation/ Assessment**

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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Maria Darra</td>
</tr>
</tbody>
</table>

**Content outline**

In the context of the course the main directions, the content and the methodologies related to general and specific matters of evaluation of the teaching work of the school unit are presented. More in particular, attempt is made to present theoretical and applied approaches in matters of evaluation of the educational work of the school unit, with the aim being to equip future educators with knowledge, competencies and skills that will be of use, when acting either as members of the teaching staff association or as class teachers, in assisting to the prevention and addressing of problems in the operation of schools, to the effective utilisation of human and material resources and to the achievement of quality in the operation of education. Specifically, emphasis is placed on the integration of modern approaches of quality evaluation and improvement in the educational practice (implementation of quality indices, of quality assessment tools and implementation of quality improvement plans in schools).

**Content**

- Educational evaluation: conceptual specification, aims, trends and evaluation bodies, forms of evaluation;
- External evaluation: concept and content, aims, forms, trends;
- Internal evaluation: aims, advantages, reservations, conditions of success;
- Evaluation in the EU and internationally;
- Evaluation and Greek educational reality;
- Evaluation of the educational work of the school unit: conceptual specification, aims, trends and evaluation bodies, forms of evaluation;
- Internal evaluation (or self-evaluation) of the school unit: aims, context of self-evaluation, guidelines for processes of self-evaluation, the role of the critical friend;
- Methods and tools of evaluative research;
- Quality in education: Quality indices in school education. Examples of implementation of quality indices;
- Quality models in education. Total Quality Management in Education. Basic tools in TQM in Education and examples of implementation.

**Learning outcomes**

Following successful completion of the course, the students will be in a position to:
• Know the dominant trends, as well as the trends currently under formation, in the field of educational evaluation, and their connection to the educational practice.
• Describe the basic tools of evaluative research and their use.
• Look for, select and implement the appropriate tools of evaluative research, in view of investigating specific dimensions of the educational work of the school unit.
• Develop co-operations among them, in view of planning modern/alternative forms of and approaches to the evaluation of the educational work of the school unit.

Prerequisites
None.

Recommended Reading
a) Basic Textbooks:
• Ταρατόρη-Τσαλκατίδου Ε.(2009). Σχολική Αξιολόγηση. Αξιολόγηση της σχολικής μονάδας, του εκπαιδευτικού και της επίδοσής του μαθητή. Εκδόσεις Κυριακίδη, Θεσσαλονίκη.

b) Additional References:
• Ευρωπαϊκή Επιτροπή (1999). Αξιολόγηση της ποιότητας στη σχολική εκπαίδευση. Ευρωπαϊκό πιλοτικό σχέδιο. Τελική έκθεση, Βρυξέλλες.
• Ζαβλανός, Μ. (2003). Η Ολική Ποιότητα στην Εκπαίδευση, Εκδόσεις Σταμούλης, Αθήνα.
• Κατσαρού, Ε. και Δεδούλη, Μ. (2008). Επιμόρφωση και Αξιολόγηση στο χώρο της εκπαίδευσης, Παιδαγωγικό Ινστιτούτο, Αθήνα.
Learning Activities and Teaching Methods

Presentation, processed examples, guided discussion, co-operative work, guided research, case study. In addition, in the context of the course, a series of recent articles will be discussed, covering in more detail specific aspects of the course that are either related to implementation studies or refer to methodological analyses, comparisons and approaches, with the aim being to better attain the aims of the course.

Assessment/Grading Methods

The final evaluation is based on the participation of students in written exams. The mark of the exam corresponds to 100% of the total mark. However, students may also: (a) complete assignments (individual or in groups); such assignments are optional and add to the final evaluation (as bonuses); and (b) participate in a written exam (interim proficiency test); this test is optional and adds to the final evaluation (as a bonus).

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

EA0066 - School Management

Type of Module/Course: EnA  
Year of Study: 3rd or 4th  
Semester: 5 or 7  
ECTS: 4  
Name of lecturer / lecturers: Maria Darra

Content outline

The aim of this course is to present, both theoretically and practically, the principal approaches to the Science of Education Management that are related to the tasks of education management, to the management of teaching staff and to matters of teaching practice. More in particular, emphasis is placed on: (a) theoretical approaches to education management (management models, functions, theories of motives, professional satisfaction, decision-making, crisis management, leadership); (b) matters pertaining to the development and management of the teaching staff in primary education (staffing of school units, planning, attraction, selection, placement, training and career development of educators, the educator as a public servant, institutional framework); and (c) matters of administrative practice: using the technique of case studies, the aim is to examine administrative matters of the operation of primary education school units.

Content

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Teaching Modules</td>
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| Module 1 | a) Administration models in education |
| Module 2 | b) School management from a systemic viewpoint: Definition of a system  
         c) School management in the context of an open system |
| Module 3 | • Laboratory: Planning of modernist models in the management of school units |
| Module 4 | • Administration in education and human resource development |
| Module 5 | • Theories of motives and work motives: Consequences for the administrative practice |
| Module 6 | • Administrative tasks in education: The task of planning and programming |
| Module 7 | • Organisation in the field of education – Organisation of school units in primary education |
| Module 8 | • The task of Administration  
         • The task of Control |
| Module 9 | • Decision-making  
         • Methodology and stages of rational decision-making |
| Module 10 | • Crisis management in schools |
| Module 11 | • Leadership in education  
         • Approaches and types of leadership  
         • Leadership competencies  
         • Development of social and leadership competencies |
| Module 12 | • Staffing of school units: Theoretical approach and institutional framework |
| Module 13 | • Administrative practice: Organisation of administrative activities in school units of the primary education  
         • The educator as public servant  
         • Institutional framework of the schools' operation |

**Learning outcomes**

This course attempts to present theoretical and applied approaches to matters of organisation and operation the school units in primary education, with the aim being to equip future educators with administrative competencies and skills that will be of use, either as members of the teaching staff association, or as leaders in education, so as to prevent and address problems in the operation of schools, to utilise human and material resources and to achieve effective operation in education. Consequently, the students will be in a position to:

**Know:**

- the theoretical approaches to educational administration (administrative models, tasks, theories of motives, professional satisfaction, decision-making, crisis management, leadership);
- the principal matters of development and management of the teaching staff in primary education (staffing of school units, planning, attraction, placement, training
and professional development of educators, the educator as public servant, current institutional framework of school administration).

Describe the operation of school administration in the context of systemic approaches.

Interpret the current institutional framework in relation to basic matters of school administration.

Implement, by means of case studies:

- their theoretical knowledge, in view of solving problems of administrative practice that are related to the operation of school units in primary education;
- the main stages of the process towards rational decision-making;
- the current institutional framework in relation to basic matters of school administration.

Prerequisites

None.

Recommended Reading

a) Basic Textbooks:

- Σαΐτη Α., Σαΐτη Χ.(2012). Οργάνωση και Διοίκηση της Εκπαίδευσης. Αυτοέκδοση.

b) Additional References:

- Κωνσταντίνου Χ. (1994). Το Σχολείο ως Γραφειοκρατικός Οργανισμός και ο Ρόλος του Εκπαιδευτικού σ’ αυτόν. Εκδόσεις Σμυρνιώτικη. Αθήνα.
- Σαΐτης, Χ. (2007). Ο Διευθυντής στο σύγχρονο σχολείο. Από τη θεωρία ... στην πράξ,, Έκδοση 2η. Αθήνα. Αυτοέκδοση.
Learning Activities and Teaching Methods

Presentation, processed examples, guided discussion, co-operative work, guided research, case study. In addition, in the context of the course, a series of recent articles will be discussed, covering in more detail specific aspects of the course that are either related to implementation studies or refer to methodological analyses, comparisons and approaches, with the aim being to better attain the aims of the course.

Assessment/Grading Methods

The final evaluation is based on the participation of students in written exams. The mark of the exam corresponds to 100% of the total mark. However, students may also: (a) complete assignments (individual or in groups); such assignments are optional and add to the final evaluation (as bonuses); and (b) participate in a written exam (interim proficiency test); this test is optional and adds to the final evaluation (as a bonus).

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

ΕΣ0024 - Educational drama as a resource for developing reading and writing skills**

<table>
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<th>Type of Module/Course:</th>
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**No content outline in english

ΕΣ0028 - Theatre and Social Construction**

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<td>Name of lecturer / lecturers:</td>
<td>Maria Kladaki</td>
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**No content outline in english

PA0018 - Family and Learning Disabilities

| Type of Module/Course: | EnA |
Content outline

This lesson presents students with the fundamentals of qualitative research focused on family. The aim of the lesson is to familiarize students with the processes of a research process. (e.g., kinds of qualitative interview, qualitative analysis, presentation of results.

Learning outcomes

- This course will introduce students to basics of a research project (how to look up their material, form their theme, methodology of qualitative research)
- Students will have acquired the basic knowledge of to carry out a qualitative research project.

Prerequisites

None.

Recommended Reading

a) Basic Textbooks:
   - Lecturer’s university notes.

b) Additional References:

Learning Activities and Teaching Methods

Presentations (keynotes, use of power point, video projection)

Assessment/Grading Methods

Presentation of a qualitative research.

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

EB0003 - Introduction to Aesthetics

Type of Module/Course: EntB
Year of Study: 3rd or 4th
Semester: 5 or 7
ECTS: 4
Name of lecturer / lecturers: V. Fioravantes

Content outline

The course aims at raising various concerns in relation to modernism and postmodernism, art and society, art and ideology, culture and society, art and interculturalism etc. Culture and ideology, art and society interweave with one another, allilokathorizontai and redefined constantly, then setting up new relationships, new assays and new entities. The objective is the development challenges for the creation of a modern and dialectical anthropology. The analysis of this (concret) (: society, art, technique, technology, culture etc.) is a prerequisite for the anthropological composition for the arrest of the Treaty of man. The Social is related to the sociology of knowledge against the run art (Adorno) and thought.

Learning outcomes

Starting from the study of pioneering experience in the art world that have used or use new technologies, as was Xenakis, Viola, Nauman etc., we will try to identify the range of vision of social sciences and humanities as described before. Secondly we will try to explore the possibility of developing Art today with the use of new technologies, especially with reference to school, art and culture.

Prerequisites

None.

Recommended Reading

a) Basic Textbooks:
   - V. Fioravantes, Towards After-globalization, Ziti, 2015
   - V. Fioravantes, Art, Culture, Globalization, Papazisis, 2005
   - V. Fioravantes, Cultural Theory II, Armos, 2004

b) Additional References:
   - V. Fioravantes, New Anthropology and Modern Art, Ziti, 2014
   - V. Fioravantes, To New Anthropology, Armos, 2012
   - V. Fioravantes, Review of Art - Criticism of Society, Nisides, 2011
   - V. Fioravantes, Social Theory and Aesthetics, Armos, 1999

Learning Activities and Teaching Methods

The organization of the course is done in such a way that the students through their active participation, to engage with the history of art and to present it through a digital program during the course.
The work is individual. Each student deals with an artist of any type of Art and studying his life, his work and the Art movements to which he belongs.

**Assessment/Grading Methods**

Students are evaluated based on the quality of participation and the work will make. Students are evaluated based on:

a. The active class participation, which includes presentations and discussions.
b. The individual work, which will be presented in the course using a digital environment and will be delivered at the end of the semester.

**Language of Instruction**

Greek.

**Mode of delivery**

Face-to-face.

**EB0008 - Introduction to the Philosophy of Art and Culture**

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<tr>
<td>Name of lecturer / lecturers:</td>
<td>V. Fioravantes</td>
</tr>
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</table>

**Content outline**

The course aims to develop the problem of setting up a modern and dialectical anthropology. Students should ask themselves what is the definition of man today and that critical theory is defined. Also with methodological note will explore the question of what is included anthropology and analyze society, search the content of technology, culture and education and investigation of the state of the problem. This course will explore the major philosophical problems: a) estrangement b) reification, c) ideology d) reason - rationality, e) Perception of socialism, its content, f) Communication

**Learning outcomes**

The course aims for the students to reconstruct the problematic social and human sciences with technology, relationships of man with this, art, society and culture.

**Prerequisites**

None.

**Recommended Reading**

a) Basic Textbooks:

- V. Fioravantes, Towards After-globalization, Ziti, 2015
Learning Activities and Teaching Methods

The organization of the course is done in such a way that the students through their active participation, to engage with the history of art and to present it through a digital program during the course. The work is individual. Each student deals with an artist of any type of Art and studying his life, his work and the Art movements to which he belongs.

Assessment/Grading Methods

Students are evaluated based on the quality of participation and the work will make. Students are evaluated based on:

a. The active class participation, which includes presentations and discussions.
b. The individual work, which will be presented in the course using a digital environment and will be delivered at the end of the semester.

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

EB0055 – Educational Studies – History, Present conditions, Perspectives***

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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Panagiotis Kimourtzis</td>
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*** Not offered in academic year 2016-17.
Content outline

The continuous international upgrade of Educational Studies after the Second World War was a radical and critical development for the educational systems. Preceding that, multiple intense or milder transformations of teachers' education have taken place. It is crucial for the contemporary and future educator to be aware of the developments that occurred in both the curriculum as well as the application of the teaching profession. In that way the teacher can form a well-informed perception for the novel requirements triggered by the modern educational developments. The reason is that key questions emerge through comparisons of different time periods. The attempt to answer those questions accompanies the educator constantly in his life, since they are a permanent parameter of his/her student as well as professional activity.

Besides, we live in a period during which many different types of teaching professionals serve in schools. Being a result of the major transformations during the last 25 years at the studies for the teaching profession (the most important change in Greece occurred in the mid-1980s when the Academies of Paedagogy were replaced by university departments), the aforementioned mingling amongst teaching professionals produces the corresponding heterogeneity among teachers. Therefore, we are going through a transition period with all the difficulties entailed. So, there are two issues. The first is to address in this stage the multiplicity of the educational backgrounds and the critical skills of current educators. The second is to inculcate new educators with modernized and homogeneous scientific skills.

EB0063 – Methods and Techniques in Social Research

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*** Not offered in academic year 2016-17.

EB0065N - Education and Entrepreneurship

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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Persa Fokiali (TEPAES)</td>
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Content outline

- 1st Session: The concept of entrepreneurship
- 2nd SESSION: Entrepreneur and Entrepreneurship
- 3rd SESSION: The economic importance of entrepreneurship
• 4th SESSION: Theories of entrepreneurship and their relationship with education
• 5th SESSION: Evidence for the effect of gender on entrepreneurship
• 6th SESSION: Evidence for the influence of education in entrepreneurship
• 7th SESSION: Introduction of entrepreneurship in education
• 8th SESSION: Reasons for entrepreneurship education
• 9th SESSION: Guidelines and structure of educational programs in entrepreneurship
• 10th SESSION: Thematic training programs in entrepreneurship
• 11th SESSION: Teaching entrepreneurship by educational level in formal and non-formal education
• 12th SESSION: Educational programs in entrepreneurship in primary and secondary education. Best Practices
• 13th SESSION: Higher education and entrepreneurship education. Experience from Europe and the USA

Learning outcomes
• Students’ familiarization with the concept of entrepreneurship and its relationship to creativity;
• Acquisition of knowledge on teaching entrepreneurship at different educational levels;
• Acquaintance with international and Greek best practices and experiences from teaching entrepreneurship

Prerequisites
None.

Recommended Reading

a) Basic Textbooks:
• Λαμπρόπουλος, Π., (2008). Επιχειρηματικότητα. ΠΡΟΠΟΜΠΟΣ Αθήνα

b) Additional References:
• Τζερεμές, Ν., & Σκαγιάννης, Π., (2009). Η Διεθνής Εμπειρία της Εκπαίδευσης στην Επιχειρηματικότητα, Αγορά χωρίς σύνορα, 15 (1) 2009: 3-28

Learning Activities and Teaching Methods

Seminars

Assessment/Grading Methods

Written examination

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

PB0029 - Religion and Society

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<td>Name of lecturer / lecturers</td>
<td>Polykarpos Karamouzis</td>
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Content outline

Investigation of the relationship Religion and Society in traditional and modern societies.
Forms of Modernity and Secularism
Religious Capital and Social Cohesion
Utilization of religions in educational process.

Learning outcomes

Understanding of religions in the European region and the Eastern
Knowledge of the basic aspects of Church State Relations
Evaluation of the new role of religions in pluralistic societies
Application of the principles of tolerance and religious acceptance

**EB0080 - State, Institutions, Education & Political Socialization of Youth***

*No content outline.

**EG0029 - ICT Applications in Education**

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<td>Name of lecturer / lecturers:</td>
<td>Emmanuel Fokides</td>
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**Content outline**

ICT educational applications arouse the interest of students, enrich and facilitate the learning process. In addition, these applications can encompass all the teaching subjects. It is therefore an important teaching tool, in which students must have a deeper understanding. The main objective of the course is through the development of simple applications, to explore ways in which they can be integrated into the teaching process. The subject is not considered exclusively from the perspective of the experts in the developments of such applications and/or from the perspective of teachers. Ways that students themselves can create educational applications are also considered. This is achieved by using object oriented-point and click multimedia authoring tools, dispelling the notion that the development of computer applications requires special expertise and programming knowledge.

**Learning outcomes**

The course's aim is to give students insight and perspective on the following topics:

1. The categories and the wide range of interactive applications.
2. The software used to develop interactive multimedia applications.
3. The importance of the design and presentation of an application.
4. The importance of the interface being designed in a manner easily understood by students.
5. The steps from concept to implementation of an application. Flowcharts.
6. The implementation of a program's flow with frames.
7. The concepts associated with graphics animation.
8. The methodology of introducing animation in an application.
9. Basic programming concepts such as events, operators, variables, loops, and conditions and how they are implemented with object-oriented programming.
10. The methodology to use, modify and import audio files, music, pictures and video.
11. The methodology of displaying messages and counters on the screen.

**Prerequisites**

Basic ICT skills.

**Recommended Reading**

a) Basic Textbooks:
   - Mikropoulos T., "The computer as a learning tool", Ellinika Grammata editions
   - Lecture notes

**Learning Activities and Teaching Methods**

Seminars, Lab exercises, weekly assignments.

**Assessment/Grading Methods**

Students will have to design and develop a multimedia application, using the software tools provided during the course. The application must have educational use. Therefore, in addition of evaluating the application, students are invited to present and support the ways their application has educational value (teaching framework, objectives, methodology, etc.) and to explain their choices and the methodology they used during its implementation.

**Language of Instruction**

Greek.

**Mode of delivery**

Face-to-face.

**ΕΓ0032 - Students’ Conceptions of Science and their Teaching Approaches**

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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Michael Skoumios</td>
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**Content outline**

The framework of this subject involves a study of the basic concepts of Science Education, the examination of pupils’ conceptions about concepts and phenomena of science, analysis of constructivism, collaborative learning and use of ICT in science teaching, the usefulness of research data in improving science teaching and the development of contemporary teaching materials, in addition to the analysis of learning strategies in science.
Learning outcomes

At the end of the course unit, the student is expected to be able to explain students’ conceptions on some selected concepts and phenomena in science; use techniques to overcome these conceptions; use the teaching methods to teach some selected topics in science effectively; judge the effectiveness of instruction in primary schools.

Prerequisites

None.

Recommended Reading

a) Basic Textbooks:


b) Additional References:


Learning Activities and Teaching Methods

Seminar-type lesson, teamwork.

Assessment/Grading Methods

Written work (50%) and oral exams (50%).

Language of Instruction

Greek.

Mode of delivery

Face-to-face.
EΓ0037 - Representation Systems in Mathematics Education and ICT***

Type of Module/Course: EπΓ
Year of Study: 3rd or 4th
Semester: 5 or 7
ECTS: 4
Name of lecturer / lecturers: Maria Moskofoglou-Xionidou

*** Not offered in academic year 2016-17.

EΓ0038 - Development of Virtual Worlds for Teaching Subjects in Primary School

Type of Module/Course: EπΓ
Year of Study: 3rd or 4th
Semester: 5 or 7
ECTS: 4
Name of lecturer / lecturers: Emmanuel Fokides

Content outline

The course is the continuation of the compulsory course "Technological and Didactical Innovations: Virtual Reality". Deepens and specifies the knowledge regarding the development of 3D applications, making use of the advanced features that the developing software offers. In addition, emphasis is placed on specific, didactic scenarios with increased complexity which can be implemented with the use of this technology.

Learning outcomes

By the end of this course, students will be able to:
1. Use all of the features the virtual worlds developing software programs virtual worlds provide.
2. Develop advanced and complex 3D virtual worlds for educational usage.

Prerequisites

Basic ICT skills

Recommended Reading

a) Basic Textbooks:
   - Fokides E., Tsolakidis C., "Virtual Reality in Education: Theory and Practice", Diadrasi Editions
   - Fokides E., Tsolakidis C., "A Pilot Project to Teach Road Safety Using Desktop Virtual Reality", in Mukerji S., Tripathi P. (eds), "Cases on Technology Enhanced Learning
Learning Activities and Teaching Methods
Seminars, Lab exercises, weekly assignments.

Assessment/Grading Methods
Development of an educational 3D application. Instructions and support for the whole process is given throughout the courses.

For the assessment of the application the following are taken into account:
1. The clarity and completeness of the objectives and design.
2. The learning effectiveness of the application.
3. The degree of originality and the concept in general.
4. The technical completeness of the application and the use of features that the development program offers.

Language of Instruction
Greek.

Mode of delivery
Face-to-face.

ΕΓ0041 – Assessment and Evaluation in Mathematics: Classical and Contemporary Theories with the Use of New Technologies*

* No content outline.

ΕΓ0043 – Introduction to Databases*

* No content outline.

ΕΔ0022 - Pedagogical Issues in Folklore

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<td>Name of lecturer / lecturers:</td>
<td>George Katsadoros</td>
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Content outline

- Past and present theories concerning children’s place in society.
The traditional role of children.
The relation between Folklore and Primary Education and the teachers’ role.
Programs and suggestions for teaching Folklore.

Learning outcomes
The understanding of the (obvious) relation between Folklore and Pedagogy and of the events examined by the prior, mainly because of their traditional and collective role, which are also of high pedagogic value, as a group accepts and preserves something not only as beneficial but as entertaining also.

Prerequisites
Basic aspects of folklore and folkloristics, as presented in academic folklore introductory courses.

Recommended Reading
a) Basic Textbooks:
   - Μ. Γ. Μερακλής, Για το Λαϊκό Παραμύθι: Διδακτικές προτάσεις για νηπιαγωγούς και δασκάλους, εκδ. Μπαμπάλης, Αθήνα 2012
   - Δ. Σ. Μπενέκος, Πολιτισμική παράδοση και εκπαίδευση, εκδ. Τυπωθήτω - Γ. Δαρδανός, Αθήνα 2006.

b) Additional References:
   - Μ. Γ. Μερακλής, Παιδαγωγικά της Λαογραφίας, εκδ. Ιωλκός, Αθήνα 2001
   - Ευάγγελος Αυδίκος, Το παιδί στην παραδοσιακή και τη σύγχρονη κοινωνία, εκδ. Ελληνικά Γράμματα, Αθήνα 1996.

Learning Activities and Teaching Methods
- Lectures
- Presentations

Assessment/Grading Methods
- Written or oral examinations at the end of the semester
- Assessment

Language of Instruction
Greek.

Mode of delivery
Face-to-face.
**ΕΔ0023 - The Diffusion of Aesopic Fables in Europe**

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<td>Name of lecturer / lecturers:</td>
<td>George Katsadoros</td>
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### Content outline
- Animals’ presence in human life and narrations.
- The historical development and spread of fables as a genre.
- The relation between fables and other popular genres.
- Aesop and his Life (Romance). Not an ordinary philosopher.
- Symbolisms derived from fables and Aesop himself.
- The pedagogic aspect of fables in the past.
- Some important phases of fables’ diffusion in Europe.
- The educational utilization of fables.

### Learning outcomes
The familiarization with fables and their themes which concern everyday life’s teachings, but also the utilization of their artistic and pedagogic value, verified by their worldwide spread and acceptance, especially by young audiences.

### Prerequisites
Basic aspects of folklore and folkloristics, as presented in academic folklore introductory courses.

### Recommended Reading
**a) Basic Textbooks:**
- Γ. Π. Παράσογλου (επιμέλεια), Ανδρόνικος Νούκιος - Γεώργιος Αιτωλός. Αισώπου μύθοι: Οι πρώτες νεοελληνικές μεταφράσεις, εκδ. Εστία, Αθήνα 1993
- Θεόδωρος Γ. Μαυρόπουλος (επιμέλεια), Αισώπειοι Μύθοι, εκδ. Ζήτρος, Αθήνα 2005.

**b) Additional References:**

### Learning Activities and Teaching Methods
- Lectures
- Presentations
Assessment/Grading Methods
- Written or oral examinations at the end of the semester
- Assessment

Language of Instruction
Greek.

Mode of delivery
Face-to-face.

EΔ0033 - Second Language Teaching

Type of Module/Course: EπΔ
Year of Study: 3rd or 4th
Semester: 5 or 7
ECTS: 4
Name of lecturer / lecturers: Vasilia Kourtis-Kazoullis

Content outline

Applied linguistics is the link between "theory" and "practice". Starting from applied linguistics, the course connects second language learning theories with practical applications and teaching materials in print and in electronic form, that were produced under specific programs of the Greek Ministry of Education.

The course aims to introduce students to teaching materials available and to enable them to adapt, develop and design their own lessons based on this material.

Initially, the course begins with a brief historical overview of second language methods and teaching approaches. Then new perspectives and new research horizons are presented. Issues are addressed, such as: the definition of the first / mother tongue, second language and foreign language, the concepts of acquisition and learning a language, language skills and language proficiency and cognitive theories. Students are referred issues related to the individual as a language learner, such as age, identity, intelligence, individual differences, etc.

The students are introduced to books and software that have been produced under the programs of the Greek Ministry of Education for Greek as a second language. Also, teaching materials used in Greek schools and Greek language classes abroad for the teaching of Greek as a second language are also examined. Students are encouraged to design teaching scenarios and enrich the material that already exists, based on specific theories of bilingualism and specific pedagogical approaches.
Learning outcomes

Learning objectives:

Students will be introduced to teaching Greek as a second language.

Specific objectives:
1. Students will comprehend the field of Second Language Learning and Acquisition.
2. Students will be introduced to teaching material for the teaching of Greek as a second language in primary education.
3. Students will be able to design their own courses and to enrich the teaching material that already exists for the teaching of Greek as a second language in primary education.

Prerequisites

None.

Recommended Reading

a) Basic Textbooks:
   • Cummins, J. (2002). Εκπαίδευση με σκοπό την Ενδυνάμωση σε μια Κοινωνία της Ετερότητας. Αθήνα: Gutenberg.

b) Additional References:
   • Διδακτικό υλικό που έχει παραχθεί στο πλαίσιο ειδικών προγραμμάτων του Υπουργείου Παιδείας και Θρησκευμάτων, Πολιτισμού και Αθλητισμού για τη διδασκαλία/εκμάθηση της Ελληνικής ως δεύτερης γλώσσας σε μαθητές Α/βάθμιας εκπαίδευσης:
     (α) Εκπαίδευση Αλλοδαπών και Παλιννοστούντων Μαθητών
     (β) Ελληνόγλωσση Α/βάθμια και Β/βάθμια Διαπολιτισμική Εκπαίδευση στη Διασπορά
     (γ) Εκπαίδευση των Παιδιών Ρομά
     (δ) Εκπαίδευση Μουσουλμανοπαιδιών.

Learning Activities and Teaching Methods

None.

Assessment/Grading Methods

Assessment involves: (a) written assignment (powerpoint and paper) and (b) presentation of paper or oral exams.

Language of Instruction

Greek.
Mode of delivery
Face-to-face.

ΕΔ0036 – Language Diversity and Learning***

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<td>Name of lecturer / lecturers:</td>
<td>Eleni Skourtou</td>
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*** Not offered in academic year 2016-17.

Content outline
This course is organized as a seminar. It focuses on applied language diversity in school. We deal with language diversity in the Greek school and the ways / strategies the teachers apply in order to deal with diversity, to support bilingual children in their learning and uses diversity as an enriching experience for the class community. We work with case studies that are taken from the Greek school and with scenarios. We try to understand how the teachers deal with diversity and to design alternative pedagogical scenarios.

Learning outcomes
Learning objectives:

Knowledge:
Upon completion of the course students:
- will have been introduced to diverse school contexts.
- will have learned that diversity does not need students speaking different languages and coming from diverse cultures / diversity exists in every school class and teachers are faced with the challenge how to do the best out of it
- will have learned the ways diversity relates to learning
- will have learned to appreciate and use prior knowledge as a basis for teaching and learning
- will have learned how to support learning (scaffolding tools)

Skills:
Upon completion of the course students:
- will have been aware of diversity
- will not have fear of diversity
- will have learned how to support students to bring their prior knowledge into school and to make it visible and a subject of appreciation
- will have the ability to support students in their efforts to link prior knowledge to new content
will be able to realize the importance of a leaning environment that enables maximum cognitive challenge and maximum identity investment for all students

Prerequisites
It is suggested that students have accomplished a seminar on Bilingualism.

Recommended Reading
a) Basic Textbooks:
- ΧΑΡΑΒΙΤΣΙΔΗΣ, Π. (2013): Χτίζοντας ένα δημοκρατικό και ανθρώπινο σχολείο – στην Αθήνα, Αθήνα/Θεσσαλονίκη: Επίκεντρο

b) Additional References:
- ΣΕΛΛΑ-ΜΑΖΗ, Ε. (2001): Διγλωσσία και Κοινωνία, Αθήνα: Προσκήνιο
- CUMMINS, J. (2005): Ταυτότητες υπό διαπραγμάτευση, Αθήνα: Gutenberg
- ΣΚΟΥΡΤΟΥ, Ε. (2011): Η διγλωσσία στο σχολείο, Αθήνα: Gutenberg

Learning Activities and Teaching Methods
- Reports from the field (school)
- Scenarios
- Designing educational interventions

Assessment/Grading Methods
Oral test / presentation and interpretation of a case study / a scenario

Language of Instruction
Greek.

Mode of delivery
Power point presentations, face-to-face with activities, tutoring in small groups or on individual basis.

ΕΔ0042 - Modern Greek Literature 19th -20th century: Poetry and Prose

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Content outline

The course is a walkthrough of Modern Greek poetry and prose of the late 19th and the whole of the 20th century through the major historical stages, with the aim of becoming acquainted with the works of important poets and novelists. Attention to and comments will be made on representative literary texts, while there will also be a parallel examination of artistic movements of which the works belong. The course is divided into a theoretical and a practical part. With regard to the approach of the literary text, the focus will be on "internal" analysis, questions of form, thematic motifs, the style, the stylistic features, the function of narrative structures, the place and time and its integration in the historical context. There will also be an investigation into the talks and the selective relationships with other writers.

Learning outcomes

A. Knowledge: The aim of this course is for students to gain an overview on both the poetic and prosaic production of the late 19th and 20th Century, and for the social, political, historical, cultural conditions in which the poets and novelists lived and wrote, depending on literary theory, literary schools, currents and movements.

B. Skills: On completion of this course, students should be in a position to be able to shape their own attitudes and perceptions of the literary production of this period and have become able to approach an interpretative and critical literary text, utilizing the tools of Theory Literature.

Prerequisites
None.

Recommended Reading

a) Basic Textbooks:

- Γεωργιάδου, Α. (2005). Η ποιητική περιπέτεια. Μια περιδιάβαση στη νεοελληνική ποίηση μέσα από τους κυριότερους ιστορικούς σταθμούς και τα λογοτεχνικά ρεύματα, Αθήνα: Μεταίχμιο
- Παπαντωνάκης, Γ. (2009). Θεωρίες Λογοτεχνίας και ερμηνευτικές προσεγγίσεις κειμένων για παιδιά και νέους. Αθήνα: Πατάκης
- Παπαρούση, Μ. (2004). Σε αναζήτηση της σημασίας. Αφηγηματολογικές προσεγγίσεις σε πεζογραφικά κείμενα του 19ου και του 20ού αι., Αθήνα: Μεταίχμιο

b) Additional References:

1. Δασκαλόπουλος, Δ. (επιμ.) (1996). Εισαγωγή στην ποίηση του Σεφέρη. Ηράκλειο: Πανεπιστημιακές εκδόσεις Κρήτης
2. Ηλιοπούλου, Ι. (2014). Αναζητώντας τη Δέκατη τέταρτη ομορφιά. Αθήνα: Ύψιλον
Learning Activities and Teaching Methods

Assessment/Grading Methods

The evaluation of the course will be either by submitting an assignment or an oral examination or a combination of both.

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

ΕΔ0046N - Introduction to Children’s Literature: Theory and Practice

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<tr>
<th>Type of Module/Course:</th>
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<tr>
<td>Year of Study:</td>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Ioannis Papadatos (TEPAES)</td>
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</table>
Content outline


Learning outcomes

a. The knowledge of principal views of the contemporary theories about reading and literature, modern tendencies and approaches to children’s literary texts, the history of children’s book (literature and nonfiction) in genre, theme and author.

b. The critical approach and evaluation of texts.

c. The ability to design teachings which aim at teaching texts in the classroom.

Prerequisites

None.

Recommended Reading

a) Basic Textbooks:

b) Additional References:
   In Greek:
   - Αναγνωστοπούλου, Δ. Λογοτεχνική πρόσληψη στην Προσχολική και Πρωτοβάθμια Εκπαίδευση. Αθήνα: Πατάκης, 2002.

In another language:


Learning Activities and Teaching Methods

Lectures, Studies of representative texts in classroom, Oral presentation of students’ (individual) assignments, Conversation, Usage of visual material.

Assessment/Grading Methods

Assessment of written examinations and of individual optional written assignments.

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

ΕΔ0049 - History of the Greek language*

* No content outline.

ΕΔ0050 - Discourse Analysis *

* No content outline.

ΕΔ0051 - Gender and Language*

* No content outline.

MY0002 – The Psycho-motor education of children with special motor needs: applications

Type of Module/Course: MY
Year of Study: 3rd or 4th
Semester: 5 or 7
ECTS: -
Name of lecturer / lecturers: George Zarotis

Content outline

The course will illustrate the value of creativity and potential for growth and expression through physical education.

We will try to fix the creativity, to point out her importance and to explain her necessity of culture in the children as well as her possibility of improvement through the course of
Natural Education. Introduces and explains a framework for kinetic action, oriented to the child’s needs and circumstances of life. In this context, the movement operates both as a means of experiencing the world and the reality on the other as a direct expression of the playground to life.

With base these fundamental anthropologic perceptions, we processed the bases that places the pedagogic and developmental psychology for the creation of kinetic education suitable for children and presents the importance the bodily and kinetic experiences, for the growth of personality

**Learning outcomes**

Objectives of the course: a) The nursery must compensate for the lack of movement imposed by modern life and to create for children a living space that meets their needs. b) The learning and experience through creative movement and perception to become a general educational principle.

   c) A differentiated education of educators, so as to they acquire the training that will allow them to recognize the importance of movement in the school education and to create proportional conditions.

   d) Conditions for building a positive personality. e) Promote self-motivation and self-action of the child and to broaden the repertoire of skills for action and communication, through group experiences.

**Prerequisites**

None.

**Recommended Reading**

a) Basic Textbooks:

**Learning Activities and Teaching Methods**

Mixed method of teaching (teacher centered and student-centered).

**Assessment/Grading Methods**

Evaluating complex, presenting the issue of student or the student in class during the semester or oral exam at the end of the semester.

**Language of Instruction**

Greek.
Mode of delivery
Face-to-face.

**EA0003 – Epistemology and Didactics***

*** Not offered in academic year 2016-17.

**EA0032 - Models of Interaction Between Family and School Systems**

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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Anastasia Tsamparli</td>
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Content outline

The lesson deals with the main theories focusing on the relationship between family and the school. The lesson covers the following areas:

a. Presentation of different models of family-school collaboration.

b.  
   - Parental involvement.
   - The Greek school and its relationship to the family.

The aim of the lesson is to offer an understanding of the ways school and family can collaborate in order to enable the future teacher of the primary school help his/her future students.

Learning outcomes

Upon completion of the course students:

a. will have become familiar with the present systemic models applied to the relationship between school and family.

b. They will have acquired the ability to manage (and organize) the collaboration between families of their students and the school.

c. to attribute to the politics of the school concerning its relationship with wider systems (community, family, organisms etc).

Prerequisites

None.

Recommended Reading

a) Basic Textbooks:
   Lecturer’s university notes.
b) Additional References:

Learning Activities and Teaching Methods

Presentations (keynotes, use of power point, video projection)

Assessment/Grading Methods

Written exams.

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

EA0051 – Family and "A School for All"

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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Assimina Tsibidaki</td>
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Content outline

Special education is an important field of modern pedagogy with multidimensional domain of theoretical and research considerations, as well as, practical applications. This course aims to provide an examination of the condition of disability in two important systems: family and school.

Learning outcomes

This course will introduce students into family raising a child with special need and special education. Specifically, students will gain knowledge about the followings:

- Special education, family, school: conceptual determinations
- Theoretical models for families of children with special educational needs
- The family as a system: parenting, siblings’ relationships, child with special needs, marital relation, broader familiar and social environment
- School and family’s interaction: theoretical and practical applications
- Legislative support of families in the education
- Obstacles and proposals for functional collaboration between school and family.
Prerequisites
None.

Recommended Reading
a) Basic Textbooks:
   - Lecturer’s university notes posted on moodle.

b) Additional References:

Learning Activities and Teaching Methods
The learning activities and teaching methods to be used are:
   - Presentations (keynotes, use of power point, video projection).
   - Group/collaborative activities (interactive activities, role playing, debates), and individual or group exercises during the lectures.

Assessment/Grading Methods
   - Written exams: multiple choice, true – false, critical thinking and development.
   - Optional prosthetic essays (grades: 0 to 3, in a 10 point scale).

Language of Instruction
Greek.

Mode of delivery
Face-to-face.

EA0053 – Introduction to Psychology

Type of Module/Course: EnA
Year of Study: 3rd or 4th
Semester: 6 or 8
ECTS: 4
Name of lecturer / lecturers: Eleni Lipourli

Content outline
This course is designed to introduce students to the study of psychology as a science of human behavior and to its basic research methods. Different fields of psychological research as well as the basic psychological approaches (biological, behavioural, cognitive) are presented. The course discusses the processes of child development, human cognition,
learning in educational context, and the basic socio-psychological processes. These areas will be approached from both theoretical and applied perspectives.

Learning outcomes

Upon completion of the course, students will be able to understand the main schools of thought in the science of psychology. They will comprehend the basic methodological approaches in psychology. They will be able to employ psychological thinking to school and real life problems. Also, they will be able to critically evaluate claims about human behaviour using knowledge of psychology and scientific method.

Prerequisites

None.

Recommended Reading

a) Basic Textbooks:

b) Additional References:

Learning Activities and Teaching Methods

Lectures, laboratory tests, discussions, paper presentations.

Assessment/Grading Methods

Assessment involves: Final written exams, optional essay for 2 extra points.

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

EA0064 - Distance Education and Lifelong Learning in LMS Environment (Moodle)

Type of Module/Course: ΕπΑ
Content outline

This course focuses on the pedagogical use of systems of tele-education and e-learning, presenting known systems of distance education as well as existing mainstream or ad-hoc production courses for distance schooling. It examines the content, the objectives, and current trends of distance education as well as the forms and procedures necessary for its implementation including analysis, design, production courses as well as its multi-media elements. Taking into account the existing patterns of production courses the course also examines the use and evaluation of integrated systems for synchronous and asynchronous distance teaching and teacher -training. Training methods and ways of achieving maximum transference of knowledge are investigated. Also examined are the available tools for the automatization and management of educational environments.

Learning outcomes

Upon the successful completion of the course the students will be able to:

At the level of knowledge
- Describe the key features of distance education and open education
- Recognize the teaching functions of educational material and their characteristics as well as the various kinds of educational resources
- Explore the potential of the e-learning platform for distance learning Moodle by designing and developing an electronic course
- To design educational learning content
- To evaluate the quality of educational content

At the level of skills
- Software presentations (Powerpoint)
- Software for image processing or editing
- Software for audio processing
- Creating and editing shared files drobox
- Developing and editing Blogs
- Developing and editing Web pages
- Developing and editing video lessons
- Using asynchronous platform for tele-education
- Managing electronic lessons by using asynchronous platform tele-education
- Practicing in a variety of Moodle LMS services

Prerequisites

None.
Recommended Reading

Reading material is provided by instructor.

Learning Activities and Teaching Methods

The processing of thematic fields is organized as seminars with blended learning and, partially through application and exercise in the workshop or laboratory. The basic work methods are: introduction, presentation of projects, group activities.

Assessment/Grading Methods

Each student undertakes to design and complete individually or in small groups an eCourse in relevant areas of Media Pedagogy with pedagogical instruments. Assessment will be made on the basis of specific criteria for the production of material.

The precondition for the reimbursement of credits is the completion of activities or assignments undertaken by each student.

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

EA0068 - Pedagogical uses of the Cinema, Reportage, Documentaries and the Internet in the educational process - Media Literacy

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<tr>
<td>Name of lecturer / lecturers</td>
<td>Alivizos Sofos</td>
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</table>

Content outline

The Pedagogy of Media as a discipline includes all the areas in which the role of the media acquires pedagogical value for human development, education, learning including the education of adults (training, further education). This course provides an introduction to basic categories of Pedagogy and the Pedagogy of Media. Indicative are the thematic units presented below:

General topics:
- Media Pedagogy, pedagogical instruments, historical development and theoretical models of object fields
- Theoretical approaches of Media literacy
- Integration of laptop computers in the school and in the educational process, managing school units and the development of media philosophy.

Specific topics
- Methods of analyzing films
- Using films in teaching
- Creating reportage
- TV documentary
- Structured WebQuest
- Evaluation criteria apps in the educational process
- Design, principles, and evaluation of school websites
- Safe Internet, legal and ethical issues

Learning outcomes

After successful completion of the course students will be able

at the level of knowledge:
- to demarcate the Pedagogy of media and describe the individual disciplines, to know and apply the objectives of Education in the media (Media Education)
- to learn ways of harnessing media resources for the educational process:
  - film, cinema
  - Tv documentary
  - radio reportage
  - Web investigation
- to recognize documented harmful and illegal media contents

at the level of ability:
- to plan the creation of media production

at the level of skills:
- to create experimental media products for teaching based on theoretical approaches

Prerequisites

No prerequisites for attending the course.

Recommended Reading

a) Basic Textbooks:

b) Additional References:
Learning Activities and Teaching Methods

The elaboration of thematic fields is organized as a seminar with hybrid learning (blended learning) and partially with laboratory application and exercise. Basic methods of work are: presentation, presentations, group activities.

Assessment/Grading Methods

Preparation and submission of assigned work. Preconditions for the acquisition of credits are:

- Student involvement in weekly sessions
- The preparation and submission of written work is composed of three parts:
  a) Text of written work (on a Word document, approx. 12 pages)
  b) PowerPoint Presentation (slides will contain images, symbols or keywords, while the content of the presentation will be placed as text notes of electronic presentation)
  c) Producing activities (exercises) in different formats (4-6) e.g. short-answer questions, blanks, multiple choice, matching, true-false, all of which concern the text studied in course (duration approximately 15-minute)
- PowerPoint presentation of assignment of 15 minutes

Language of Instruction

Greek.

Mode of delivery

The student is required to submit work in person at the instructor’s Office. Final exams are written with the physical presence of the student in a pre-designated examination hall.

EA0069 - Pedagogical Methods and Research Techniques in Educational Fields

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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Alivizos Sofos, Eleni Lipourli, Maria Darra, Assimina Tsibidaki, Maria Kladaki, Apostolos Kostas</td>
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</table>
Content outline

An elective course offered by faculty who teach and investigate in the wider field of applied educational science. It discusses different research approaches and covers specific research requirements of applied education (practical training in School Pedagogics, Teaching with the application of New Media, Special Education, Pedagogics of Theater). The aim of the course is the students to acquire basic knowledge of research methods in educational settings. Having a good knowledge of research methods and techniques facilitates a pedagogically justified involvement of students in their practical training and, moreover, it encourages them to act as researchers-educators.

In the context of the course, research methods and techniques as well as the analysis of the data collected by students will be discussed. Relative topics include:

- Introduction to the structuring of a research project
- Basic concepts of the research process
- Qualitative and quantitative approaches of research and analysis in the educational field. *Suggested tools for data collection:*
  - Pedagogical diary
  - Content analysis
  - Sociogram
  - Interview
  - Observation
  - Questionnaire
  - Educational decision making based on classification cards
  - Educational unit profile
  - Description of the school experience with image story telling, vignettes and analyses of different dynamics

- Data collection and analysis
- Computational data processing
- Writing of a brief research report.

Learning outcomes

Upon completion of the course students will be able to:

**in terms of knowledge:**

- to know the characteristics of selected research tools and methods,
- to describe the steps an educator, who also acts as an investigator, should follow.

**in terms of abilities:**

- to develop a research design and select the appropriate research techniques.

**in terms of skills:**

- to perform a small scale research project in order to experience the potentials and limitations of the research techniques chosen,
- to use statistical software for data analysis.
Prerequisites
None

Recommended Reading
A list of recommended readings will be provided on the first meeting.

Learning Activities and Teaching Methods
Laboratory application of a research process.

Assessment/Grading methods
Students will be evaluated on the basis of a) the quality of their research report, and b) the way they employed a research tool in order to collect and analyze their data.

Language of Instruction
Greek.

Mode of delivery
Face-to-face.

EA0070 – Education of students with severe special educational needs and/or disabilities

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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Assimina Tsibidaki</td>
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Content outline
Special education is a discipline that develops dynamically and aims to the whole growth of students with special educational needs. In this course, we examine the aetiology, the clinical characteristics, as well as the educational treatment of students with severe special educational needs and/or disabilities.

Learning outcomes
This course will introduce students into assessment and education of students with difficulties. Specifically, students will gain knowledge about the following cases:

- Mental disability
- Autistic spectrum disorders
- Physical and motor disabilities
- Sensory impairments: sight
- Sensory impairments: hearing
- Multiple disabilities

**Prerequisites**

None.

**Recommended Reading**

a) Basic Textbooks:
   - Lecturer’s university notes posted on Moodle.

b) Additional References:

**Learning Activities and Teaching Methods**

The learning activities and teaching methods to be used are:
- Presentations (keynotes, use of power point, video projection)
- Group/collaborative activities (interactive activities, role playing, debates), and individual or group exercises during the lectures.

**Assessment/Grading Methods**

- Written exams: multiple choice, true – false, critical thinking and development
- Optional prosthetic essays (grades: 0 to 3, in a 10 point scale).

**Language of Instruction**

Greek.

**Mode of delivery**

Face-to-face.

**EA0071 – The theory of Epistemological Obstacles***

*** Not offered in academic year 2016-17.

**EA0072 – Drama in Education**

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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Maria Kladaki</td>
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</table>
EA0073 – A typical, Non-Conventional Forms of Education - Life-long Learning*

* No content outline.

EB0002 – History of Art

Type of Module/Course: EnB
Year of Study: 3rd or 4th
Semester: 6 or 8
ECTS: 4
Name of lecturer / lecturers: V. Fioravantes

Content outline

What does art? How understood in today? What was once content? There is a commonly accepted definition of art? Why utmost importance of the historical context definition of art? This course is treated primarily as a skilled and well-defined (according to the highest academic standards applicable internationally) research and guidance.

Learning outcomes

The research scope of the particular subject field, supported by a considerable number of scientific articles, aspires to cover the area of both the European and Modern Greek culture given perspective however exposure to other cultures, ancient and modern. We attempted an analysis of the universality of art, culture and society.

Prerequisites

None.

Recommended Reading

a) Basic Textbooks:
   - V. Fioravantes, Towards After-globalization, Ziti, 2015
   - V. Fioravantes, New Anthropology and Modern Art, Ziti , 2014

b) Additional References:
   - V. Fioravantes, To New Anthropology, Armos, 2012
   - V. Fioravantes, Review of Art - Criticism of Society, Nisides, 2011
   - V. Fioravantes, Art, Culture, Globalization, Papazisis, 2005
   - V. Fioravantes, Cultural Theory II, Armos, 2004
   - V. Fioravantes, Social Theory and Aesthetics, Armos, 1999
Learning Activities and Teaching Methods

The organization of the course is done in such a way that the students through their active participation, to engage with the history of art and to present it through a digital program during the course. The work is individual. Each student deals with an artist of any type of Art and studying his life, his work and the Art movements to which he belongs.

Assessment/Grading Methods

Students are evaluated based on the quality of participation and the work will make. Students are evaluated based on:

a. The active class participation, which includes presentations and discussions.
b. The individual work, which will be presented in the course using a digital environment and will be delivered at the end of the semester.

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

EB0041 – History of Education

Type of Module/Course: EntB
Year of Study: 3rd or 4th
Semester: 6 or 8
ECTS: 4
Name of lecturer / lecturers: Panagiotis Kimourtzis

Content outline

Education has a past besides its current development. A past, which significantly shapes contemporary education. The knowledge of our educational past is invaluable. Not only it does it show us how we reached the current educational situation from a distant past, or provide us with stimuli for the analysis of the present, but also it provides us with an opportunity for reflective and critical positioning of ourselves in the important part of the social universe that we serve: education. It also enhances our capacity for understanding the ideological power of education systems. From that point of departure, namely the understanding of the dynamic (varying from significant to extremely decisive) role played by education in the past, commences a wide range of enquiries and corresponding options, related to the issues of modern Educational Policy. The course focuses on the comparison between the Greek educational system and the corresponding ones of other states (with emphasis on the western-European ones which were the major influences during the last two centuries).
EB0044 - Anthropological and Sociological Dimensions of Religion

Content outline

Religion - Man - Society
The relationship between religion and social behavior
Humanitarian and Authoritarian religion
Religious Violence and Political Behavior

Learning outcomes

Understanding the role of religion in the age of postmodernity
Knowledge of the basic aspects of religious behavior
Investigation of "autocratic" characteristics of religion and opposed the "humanistic" features.
Evaluation of the social role of religion in the perspective of a global ethics.

EB0056 - Teaching of Religions

Content outline

Study of the basic aspects of religious education
Analysis of the term: Interreligious Education.
Interreligious Education and Modern School
New Technologies and Religious representations
Literary Texts - New Technologies and Religion

Learning outcomes

Investigation of the historical relationship school and religious education.
Understanding the necessity of a course interfaith education in modern school.
Use of new technologies in the teaching of religions.
Utilization of literary texts as interreligious treatment method.

**EB0059 – Education: Perception in the Public Sphere. Press, Literature, Cinema, Theater, Art**

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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Panagiotis Kimourtzis</td>
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**Content outline**

The aim of the lesson is to assist the student to explore ways through which she/he will be able to use the moving image as a teaching tool, so as to contribute to the synaesthetic development of the pupil as well as the development of his/her cognitive and other skills. This can be achieved provided that the student profoundly comprehends the moving picture’s nature and its functions. In this lesson he/she is given the necessary reading and decoding tools so as to become visually literate and familiar to the moving image in order to utilize and develop the elements which will be of help in her/his teaching work. At the same time, she/he will come into contact with the theories that connect the moving image with education, in an era that the moving image is dominant and inundates youngster’s lives, monopolizing their interest. Additionally, he/she is going to learn about the theoretical tools necessary so as to recognize and develop the useful elements of a film (social, historical, educational mechanisms). In this frame, the student familiarizes with the general characteristics and the most important cinema genres as well as with the social and economic characteristics of the cinema. He/she is taught how to use film semiotics to analyze a film and gets to know some of the most important theories that connect the moving image to education. Finally, she/he comes in contact with the indicative points of discussion that has so far taken place in the academic community, concerning its use in teaching.

The weekly allocation of lectures is as follows:

1. History and comprehension of the means
2. The cinema in the European countries – Cinema genres
3. Theories and their critique (feminist theory, the Auteur’s theory, the perception theory)
4. The cinema as a teaching tool. Theories about the moving image in education
5. Why the moving image? Visual Thinking.
6. Visual literacy and how it can be attained. Dangers and challenges.
7. Latent Meaning (Discourse, Sound, Music, Photography, Shot)
8. Decoding of the Image. (Semiotics, Eco’s codification, Mets’ codification)
9. Film as Evidence. Social historical frame. Educational system’s analysis as it is seen in the film.
10. Film analysis. Detection of elements towards the socio, economic, educational frame as seen in the film.
11. Film analysis. Film decoding through the tools given in lectures 6 and 7.

Learning outcomes

The student, by the end of the course, should:

- Be able to use the Knowledge and skills he/she obtained so as to be able to cope with the given tasks
- To be able to use different work methods - e.g. the analysis of the technical traits of the cinema to the semiotics analysis of a film - so as to incorporate a film in the educational procedure
- To be able to assess and present her/his own work.
- To take personal decisions for action in predetermined problems, for example to be able to create materials from the existing bibliography or the proposed film library so as to use it in the classroom, taking responsibility for the development of a form or any material for use in the classroom, always under the supervision of the professor
- To apply basic methods and tools to meet the demands of the tasks assigned
- To be able to correct the mistakes and divergences from a work draft
- To be able to find sources and information, to assess and classify her/his material according to its importance
- To get familiar to the relevant to his area of study new methods, articles and bibliography either on his/her own or under the guidance of his professor
- To develop her/his learning skills either individually or under guidance and to always aim to his/her personal development
- To develop the ability to analyze, classify, assess and combine the material given and to be ready to use it in his/her work later on
- To be able to classify a film in its historical social and educational frame using the theoretical tools given
- To be able to combine the different analysis methods – technical, semiotic, socio analysis, visual thinking, image codifications so as to deepen in a film and separate those elements of it which can prove useful in a classroom
- To justify her/his choices through the theories of education, psychology, cinema and to consider all the data available (student age range, socio-psychological profile, etc)
- To develop the ease to recognize, distinguish and solve problems that might come up

Prerequisites

The student must have basic knowledge of the theories of education, basic knowledge of cultural, social and political issues as well as knowledge concerning the subjects he/she is going to teach at primary school. This knowledge along with the knowledge she/he is going to acquire during the course will enable him/her to create the material that is going to be used in the classroom.
Recommended Reading

a) Basic Textbooks:
   - Κιμουρτζής Π. επιμ., Cinescience. Ο κινηματογράφος στο φακό της επιστήμης, Αθήνα, Gutenberg, 2013.
   - Dick B., Ανατομία του κινηματογράφου, Πατάκης, 2010
   - Sorlin, P., Ευρωπαϊκός κινηματογράφος- Ευρωπαϊκές Κοινωνίες 1939-1990, Νεφέλη, 2004

b) Additional References:
   - Arnheim R., Οπτική Σκέψη, Θεσσαλονίκη, University Studio Press, 2007
   - Ottley C. The cinema in education, Taylor and Francis, 1935
   - Πλειός Γ., Πολιτισμός της εικόνας και εκπαίδευση, Αθήνα, Πολύτροπον, 2005.
   - Pinel V., Σχολές, Κινήματα και Είδη στον Κινηματογράφο, Μεταίχμιο, 2004
   - Postman N., Διασκέδαση μέχρι θανάτου, Αθήνα, Δρομέας, 1998.
   - Stam, Burgoyne, Flitterman, Lewis, Νέες προσεγγίσεις στη σημειωτική του κινηματογράφου, Μεταίχμιο, 2010
   - Sorlin P., Κοινωνιολογία του κινηματογράφου, Μεταίχμιο, 2004
   - Γλύτση- Ζαφειράτου, 2002, Πολιτισμός και Εκπαίδευση, ΕΑΠ

Learning Activities and Teaching Methods

The lectures described above are always accompanied by a Powerpoint, especially designed for each lecture, as well as by indicative bibliography given to the students at the beginning of the semester.

There is always follow-up discussion that focuses on the students’ questions and to their contributions and ideas. There are selected paradigms which are discussed with the students so as to achieve the highest possible level. At the end they are assigned with a task where they have to analyse and use a film according to the theoretical tools they have been given during the semester.

Assessment/Grading Methods

The students are assessed:
A) according to their attendance in the lectures
B) According to their participation, interest and questions during the lectures
C) By the successful respond to the tasks assigned during the semester
D) By the final assignement they are going to be given in groups or individually at the end of the semester.

Language of Instruction

Greek.
Mode of delivery

Natural presence.

**EB0074 – European Educational Policies (e-learning)**

*** Not offered in academic year 2016-17.

**EB0075 – Data Analysis in Social Research***

*** Not offered in academic year 2016-17.

**EB0076 – 20th Century European History**

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<th>Type of Module/Course:</th>
<th>EnB</th>
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<td>Year of Study:</td>
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<td>ECTS:</td>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Giorgos Kokkinos</td>
</tr>
</tbody>
</table>

Content outline

- The World War I and its consequences.
- Interwar Period, matrix of upcoming disaster. Forms of totalitarianism
- The World War II and its consequences. The Holocaust, mass slaughters, dissolution of resources and infrastructure.
- The difficult confrontation of European nations to their traumatic past.
- The course of the Stalinist communist utopia to dystopia.
- The end of colonialism.
- The European Idea and the creation of the European Community institutions.

Learning outcomes

The understanding of the inherent controversial character of contemporary European history, her bright and the dark aspects, in parallel to the great cross-section that constitutes the path towards European Integration, despite the multiple denials that have affected the European Idea.

Prerequisites

None.

Recommended Reading

a) Basic Textbooks:
• Giorgos Kokkinos, Prisms of Europe’s History, Metaichmio, Athens 2007.

b) Additional References:
• Norman Davies, History of Europe, part B, Nefeli, Athens 2009, chapters X, XI, XII.
• Saul Friedlaender, Nazi Germany and the Jews, abridged, Polis, Athens, 2013.
• Keith Lowe, Savage Continent: Europe in the Aftermath of World War II, Psychogios, Athens 2014.

Learning Activities and Teaching Methods
A combination of lectures, workshops, tutorials lessons and seminar discussions.

Assessment/Grading Methods
Oral exams, short presentations in class, book reviews, searching of visual and art connected material.

Language of Instruction
Greek.

Mode of delivery
Face-to-face.

EB0077 – Gender and Education (Moodle)**

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<th>Type of Module/Course:</th>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Dionisios Gouvias (TEPAES)</td>
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**No content outline in English.

EB0078 – Gender and Employment

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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Persa Fokiali (TEPAES)</td>
</tr>
</tbody>
</table>
Content outline

- 1st SESSION. Introduction.
- 2nd SESSION. The concept of employment and labor market
- 3rd SESSION. The limited participation of women in employment and labor market
- 4th SESSION. Unemployment
- 5th SESSION. Vertical segregation of the labor market
- 6th SESSION. Horizontal segregation of the labor market
- 7th SESSION. Pay gap
- 8th SESSION. Flexible forms of employment
- 9th SESSION. Flexible forms of employment and gender
- 10th SESSION. Female entrepreneurship
- 11th SESSION. European policies on gender equality
- 12th SESSION. Greek policies on gender equality
- 13th SESSION. Greek legislation on gender

Learning outcomes

- Understanding of the concept of the labor market and the effects of gender inequality on it.
- Ability to interpret gendered phenomena by reference to social, economic and cultural factors
- Development of the ability of reading tables of gender statistics
- Acquaintance with European and Greek policies on gender equality in the labour market

Prerequisites

None.

Recommended Reading

a) Basic Textbooks:

- Φώκιαλη, Π., Βιτσιλάκη, Χ., Βασιλειάδης, Α. (2011). Η έμφυλη διάσταση της απασχόλησης. Εμπειρικές Προσεγγίσεις. Κ. ΜΠΑΜΠΑΛΗΣ ΜΟΝΟΠΡΟΣΩΠΗ ΕΠΕ. Αθήνα

b) Additional References:

- Καραμεσίνη, Μ. (2008), Η Ισότητα των φύλων στην απασχόληση. Επισκόπηση και αποτίμηση των πολιτικών της τελευταίας δεκαετίας στην Ελλάδα, στο: Στρατηγάκη, Μ. (επιμ.), Πολιτικές ισότητας των φύλων. Ευρωπαϊκές κατευθύνσεις και εθνικές πρακτικές, Αθήνα: Gutenberg, σελ. 279-328.


Στρατηγάκη, Μ. (επιμ.) (2009), Πολιτικές Ισότητας των φύλων. Ευρωπαϊκές κατευθύνσεις και Εθνικές πολιτικές, Αθήνα: Gutenberg.

Φώκιαλη, Π., & Αμπατζόγλου Α. (2015) Ο έμφυλος χάρτης των μελών ΔΕΠ στα ελληνικά πανεπιστήμια, στο: Π. φώκιαλη, Α. βασιλειάδης και Χ. Βιτσοιλάκη (επιμ) Εκπαίδευση, Απασχόληση και Επιχειρηματικότητα, Η έμφυλη διάσταση. Εκδ. Διάδραση, Αθήνα


Learning Activities and Teaching Methods
Seminars - discussions

Assessment/Grading Methods
Written examination

Language of Instruction
Greek.

Mode of delivery
Face-to-face for students of the School of Humanities and distance learning for students of other departments.

**EB0079 – Development of Gender Roles (Moodle)**

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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Chryssi Vitsilaki (TEPAES)</td>
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**No content outline in English.**

**EG0003 – Introduction to Information and Communication Technologies I**

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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Costas Tsolakidis</td>
</tr>
</tbody>
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Content outline

- Basic Knowledge of Internet
- Create an e-mail account and be able to manage it the Google system.
- Create websites on Google. Web management, introduction of multimedia information, comments, use of gadgets.
- Develop questionnaires on line using Google. Questions various types could be used.
- Entering data online. Acquisition and processing of data. Export to EXCEL to an alternative treatment. Create video in Youtube Editor. Enter text, image, audio and video. Processing, special characteristics and timing.
- Using Picpick the students can do basic image processing. Also image clipping techniques from the screen.
The course is enriched and augmented depending on parameters as: potential of the equipment in the labs, available software and the required knowledge required by the students.

Learning outcomes

The course aims to:

- Acquaint students with basic concepts of Internet and e-mail
- Allow students to acquire the ability to publish educational material in an organized modern form by entering all the multimedia elements and specific programs and applications into a site
- To be able to examine the level of knowledge of students of the above educational material in the form of online questionnaires. Be able to perform basic social research using these tools.
- To enhance infuse the educational material with video. Create a video for any event.
- Be able to copy any part that appears on the computer monitor and use it to enrich educational material

Prerequisites

No prior knowledge required. Previous knowledge can accelerate the teaching of specific objects.

Recommended Reading

a) Basic Textbooks:
   - The Syllabus is covered by notes found on the Department's website and updated regularly. There are also exercises on the teachings material and tests from previous examinations.

Learning Activities and Teaching Methods

The course is taught in the lab where practical exercise takes place at the same time.

Assessment/Grading Methods

Exams are taking place in the lab. Students are divided into groups. One student per computer. Each group has different test of the same difficulty. The students receive photocopies and files with material and do the required exercises. The percentage of each exercise of the test towards the total mark is known in advance.

Language of Instruction

Greek.

Mode of delivery

Face-to-face.
ΕΓ0016 - Teaching and learning strategies in environmental education

Type of Module/Course: EnG
Year of Study: 3rd or 4th
Semester: 6 or 8
ECTS: 4
Name of lecturer / lecturers: Georgia Liarakou

Content outline

Within the frame of this course, some of the most frequently used methodological approaches and techniques in environmental education are analyzed. These approaches are examined with certain pedagogical principles of environmental education in mind, such as active learning, collective construction of knowledge, critical thinking development and open or controversial issues exploration. More specifically the following approaches and techniques are analyzed: project, role playing, brain storming, ethical dilemma, concept mapping, field study, debate, forum theater and open field games. Students, working in teams, actively implement these techniques, using topics from the environmental and sustainability issues repertoire. In addition, students evaluate the process and examine the conditions of techniques implementation in real teaching situations.

Learning outcomes

Learning objectives:

Knowledge:
Upon completion of the course students:

- have comprehended the nature and basic characteristics of environmental education techniques
- have comprehended the processes and rules of these techniques
- got acquainted with the planning and implementation methodology of specific techniques

Skills:
Upon completion of the course students:

- will have the ability to select the appropriate teaching technique for the aims of the environmental program or activity which they implement
- will be able to implement teaching techniques in real teaching situations
- will have the ability to adjust teaching techniques according to the age and learning level of the students
- will be able to evaluate the results of specific teaching techniques

Prerequisites

None.
Recommended Reading

a) Basic Textbooks:
- Π. Βασάλα & Ε. Φλογαίτη (2004) Ο κόσμος της θάλασσας, Αθήνα: Μεταίχμιο
- Α. Δημητρίου (2009) Περιβαλλοντική Εκπαίδευση: Περιβάλλον, Αειφορία, Θεσσαλονίκη: Επίκεντρο

b) Additional References:
- Γεωργόπουλος, Α. & Τσαλίκη, Ε. (1993) Περιβαλλοντική Εκπαίδευση: Αρχές, Φιλοσοφία, Μεθοδολογία, Παιχνίδια & Ασκήσεις. Αθήνα: Gutenberg
- Φορτούνη, Τ., Κομματάς, Ν., Αλεξανδράτος, Γ. & Ράπτη Α. (2006), Οι Χάρτες Εννοιών στο Σχολείο, Αθήνα: Άτραπος

Learning Activities and Teaching Methods

The courses have both theoretical and practical nature. In particular, the lectures are combined with workshops where students, working in teams, actively implement the environmental education techniques.

Assessment/Grading Methods

Assessment involves: written examination.

Language of Instruction

Greek.

Mode of delivery

Face-to-face with activities in the class.
**ΕΓ0017 – Mathematics Education with the use of History and the Philosophy of Mathematics in Electronic Educational Environments**

* No content outline.

**ΕΓ0034 - Virtual Learning Environments**

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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Emmanuel Fokides</td>
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**Content outline**

The main purpose of this course is to provide students with the necessary knowledge and skills regarding the use, production and evaluation of educational software. In the theoretical part of the course, the above goal is achieved through the overview, categorization, the systematic study of various applications of information technology in education and the comparison between these applications and the conventional forms of teaching, in the light of the main learning theories. In the practical part, which is the most important part of the course, students have the opportunity to become acquainted with the tools used for the development of such applications.

**Learning outcomes**

Through working with multimedia application development programs, implementation and examination of specific pedagogical scenarios, it is expected students to:

1. Understand why the technology and particularly information technology has a wide range of applications in education.

2. Understand the importance of critical parameters such as the way of presenting the learning material and interface.

3. Distinguish the steps from concept to implementation.

4. Be able to integrate into their daily teaching practice educational applications.

**Prerequisites**

Basic ICT skills.

**Recommended Reading**

a) Basic Textbooks:
• Kokotos D., "Virtual Environments of Information", Stamouli Editions
• Lecture notes

Learning Activities and Teaching Methods
Seminars, Lab exercises, weekly assignments

Assessment/Grading Methods
Development of an educational 3D application. Instructions and support for the whole process is given throughout the courses.

For the assessment of the application the following are taken into account:

1. The clarity and completeness of the objectives and design.
2. The learning effectiveness of the application.
3. The degree of originality and the concept in general.
4. The technical completeness of the application and the use of features that the development program offers.

Language of Instruction
Greek.

Mode of delivery
Face-to-face.

ΕΓ0039 – Trainee’s Representations for Mathematical Concepts and Related Teaching Processes***

*** Not offered in academic year 2016-17.

ΕΓ0040 – Mathematical Problem-Solving and Problem-Posing: Theory and Applications using Mathematical Educational Software*

* No content outline.

ΕΓ0042 – Introduction to Information and Communication Technologies II*

* No content outline.
**PR0015 - Environmental Education Project Planning and Development**

**Type of Module/Course:** EnG

**Year of Study:** 3rd or 4th

**Semester:** 6 or 8

**ECTS:** 4

**Name of lecturer / lecturers:** Georgia Liarakou

**Content outline**

Within the frame of the course an actual Primary Education environmental education program is simulated. Initially students locate the environmental issues appearing in all primary education curricula. Then students, working in teams, practice in planning integrated environmental programs, on environmental and sustainability issues of their choice, and actively implementing the principles of interdisciplinary/ cross-curricular, experience-based approach to knowledge, within the frame of a sustainable school. Additionally, students get involved in research and implement actions aiming at transforming their faculty into a sustainable university, by organizing activities such as paper recycling, composting, energy saving, local products use etc.

**Learning outcomes**

**Learning objectives:**

**Knowledge:**
Upon completion of the course students:

- have comprehended how to actively implement the principles of interdisciplinary, cross-curricular and experience-based knowledge approach
- have comprehended the evaluation models of environmental education programs
- are acquainted with the different dimensions and quality criteria of a sustainable school

**Skills:**
Upon completion of the course students:

- will have the ability of planning integrated and ready-to-use environmental education programs for classroom.
- will be able to evaluate the results of specific programs
- will be able to undertake initiatives to transform their school unit into a sustainable educational organization.

**Prerequisites**

None.
Recommended Reading

a) Basic Textbooks:
   - E. Φλογαϊτη & Γ. Λιαράκου (επ) (2012). Η Έρευνα στην Εκπαίδευση για την Αειφόρο Ανάπτυξη, Αθήνα: Πεδίο
   - E. Φλογαϊτη & Γ. Λιαράκου (επ) (2009) Εκπαίδευση για την αειφόρο ανάπτυξη. Από τη θεωρία στην πράξη, Αρχάνες: ΚΠΕ Αρχανών

b) Additional References:
   - Γ. Λιαράκου & E. Φλογαϊτη (2007) Από την Περιβαλλοντική Εκπαίδευση στην Εκπαίδευση για την Αειφόρο Ανάπτυξη, προβληματισμοί, τάσεις και προτάσεις, Αθήνα: Νήσος.
   - E. Φλογαϊτη (2011) Εκπαίδευση για το περιβάλλον και την αειφορία, Αθήνα: Πεδίο (1η έκδοση Ελληνικά Γράμματα 2006)

Learning Activities and Teaching Methods

The courses have both theoretical and practical nature. In particular, the lectures are combined with workshops where students, working in teams, plan and develop environmental education programs.

Assessment/Grading Methods

Assessment involves: written work.

Language of Instruction

Greek.

Mode of delivery

Face-to-face with activities in the class.

ΕΔ0027 - Workshop of creative reading and writing the power of the reader

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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Eleni Skourtou</td>
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</table>
Content outline

This course focuses on students’ literacy experiences at school and at the university. We discuss and re-read texts that students have been taught at school. We focus on texts that are very central in the western literacy tradition and are well known in Greece, because they are emblematic for the national culture (e.g. Homer’s Odyssey). We apply tools from sociolinguistic and socio cultural /socio cognitive approaches, like the notions of ‘text’, ‘context’, ‘meaning making’.

Learning outcomes

Learning objectives:

Knowledge:
Upon completion of the course students:

- will have been introduced to diverse texts and contexts that allow for meaning making.
- will have learned that a ‘text’ represents a meaningful relationship between its author/creator and its reader
- will have realized that for the reader a text is a text only if it makes sense (meaning) for him/her.
- will have experienced reading / understanding / interpreting texts of diverse genre (e.g. oral, image, movement, diverse product/art products, surrounding landscape)
- will have experienced the reader’s power to give meanings to texts that might or might not relate to author’s/creator’s indented meaning
- will have realized that the context makes a text meaningful
- will have realized that his/her own experiences / prior knowledge provide the context for meaning making
- will have realized that there are texts we have not read but we think we have done so, because they belong to common cultural capital

Skills:
Upon completion of the course students:

- will have the ability to distinguish between their personal actual reading and a ‘reading’ as part of a cultural common sense
- will have the ability to work collaboratively in order to negotiate intended and personal meanings
- will have the ability to relate his/her reading experiences and texts that seem significant to him/her within an inter-textual approach
- will have the reinvented a text he/she thought that he/she knew

Prerequisites

None.
Recommended Reading

a) Basic Textbooks:

b) Additional References:
   - ΣΠΑΝΤΙΔΑΚΗΣ, Ι. & ΜΙΧΑΗΛΙΔΗ, Ε. ( ): Προβληματισμοί & Προοπτικές για τη Μάθηση & τη Διδασκαλία της Γλώσσας, Αθήνα: Πεδίο

Learning Activities and Teaching Methods

- Projects on reading / re-reading texts of different forms
- Journal writing with past and ongoing reading activities/experiences
- Invited guests who have a professional relationship to reading/writing (e.g. a writer to report about his/her reading experiences, his/her efforts to reach a potential with an indented meaning, his/her experiences discussing meaning making with readers)
- Workshops with professionals in creative writing
- Workshops with colleagues in the department who approach the same text from different scientific perspective
- Students present texts of their choice and explain why they make meaning for them

Assessment/Grading Methods

Students’ journal on their reading activities/experiences. Presentation and discussion of a text of their choice.

Language of Instruction

Greek.

Mode of delivery

Face-to-face with activities. Tutoring in small groups or on individual basis to support reading activities. Workshops.

ΕΔ0047 - Grammatical Description of the Greek Language

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<tr>
<td>Name of lecturer / lecturers:</td>
<td>George Kotzoglou</td>
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</table>
Content outline

In this course we examine the grammatical system of Modern Greek in the light of the outcomes of current linguistic research. Though we shall be using the methodological tools of linguistics, our study will not be framed in any particular theoretical framework; it is meant to be a descriptive account. The aim of this course is to enhance our knowledge of the grammar of Greek. We shall be examining the phonological and morphological system of Greek, and we shall be paying particular attention to the syntactic component and its typological characteristics.

Learning outcomes

On successful completion of this modules, students should be able to:

- recognize the minimal structural elements of the grammatical system of Greek, the minimal units that construct this system in all levels of linguistic description.
- distinguish the role of linguistic units as inherent parts of the language system as well as the relationships of these elements (instances of allophony, allomorphy, syntactic/structural ambiguity, as well as the syntagmatic relations of the linguistic units)
- use the methodological tools of linguistics (as well as knowledge of the structure of Greek) in solving theoretical problems or in intricacies in the structure of the grammatical system of Greek.
- analyze the grammatical procedures of Greek in the frame of language typology.
- formulate the rules that dictate the behaviour of linguistic units in Greek.
- criticize the proposals put forth in the linguistic literature with respect to problems of the linguistic analysis of Greek.

Prerequisites

None.

Recommended Reading

a) Basic Textbooks:


b) Additional References:

- Τζάρτζανος, Αχιλλέας (1963) Νεοελληνική σύνταξις (της κοινής δημοτικής). 2 τ. Θεσσαλονίκη: Εκδόσεις Κυριακίδη. [βιβλιοθήκη 489.35 ΤΖΑ]
- Τριανταφυλλίδης, Μανόλης (1988) Νεοελληνική γραμματική (ανατύπωση). Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών. [βιβλιοθήκη 489.35 ΝΕΟ]
- Τσοπανάκης, Αγαπητός (1994) Νεοελληνική γραμματική. Θεσσαλονίκη: Εκδόσεις Κυριακίδη. [βιβλιοθήκη 489.35 ΤΣΟ]
- Χατζιδάκις, Γεώργιος Ν. (1905 & 1907) Μεσαιωνικά και Νέα Ελληνικά. 2.τ . Αθήνα: Βιβλιοθήκη Μαρασλή. [βιβλιοθήκη 489.3 ΧΑΤ].

Learning Activities and Teaching Methods

Assessment/Grading Methods

Written exercise at the end of the semester.

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

ΕΔ0048 – Language Change

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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Ioannis Galantomos (TMS)</td>
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</table>
Content outline

This course is a study of language change at all linguistic levels. In particular, this course will focus on the theories related to language change, the causation of language change and the attitudes towards language change. Finally, indicative instances of language change and the ongoing changes of Standard Modern Greek (SMG) will be explored.

Learning outcomes

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

- report the content of “language contact” as well as the theories proposed so as to describe language change
- describe the causation of language change
- discuss the attitudes towards language change
- report instances of language change at all linguistic levels (e.g. phonology, morphology, syntax, vocabulary)
- describe the ongoing changes in SMG

Prerequisites

None.

Recommended Reading

a) Basic Textbooks:


b) Additional References:


Learning Activities and Teaching Methods

Assessment/Grading Methods

Final exam & written assignment.

Language of Instruction

Greek.
Mode of delivery

Face-to-face.

ΕΔ0052 – Introduction to Language Policy*

* No content outline.

ΕΔ0053 – Language, Literature, Folklore and their Teaching Approaches *

* No content outline.

ΡΔ0003 - Collecting and Processing Folkloric Material

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<tr>
<th>Type of Module/Course:</th>
<th>ΕπΔ</th>
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<tr>
<td>Year of Study:</td>
<td>3rd or 4th</td>
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<tr>
<td>Semester:</td>
<td>6 or 8</td>
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<td>ECTS:</td>
<td>4</td>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>George Katsadoros</td>
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Content outline

- Acquaintance with folk material (characteristics, ways of circulation), traditional and modern.
- Methods for approaching, recording, categorizing and analysing folk material.
- The biographical method, interview types and techniques, and preparation for conducting an interview.
- Folk material and the new technologies.

Learning outcomes

Collecting and elaborating folk material through a methodological approach, sometimes varying according to the research material, since folk culture applies to almost every aspect of group-social activity. The above seems even more important in the age of new technologies, when the boundaries between the folk and the mass are hard to distinguish.

Prerequisites

Basic aspects of folklore and folkloristics, as presented in academic folklore introductory courses.

Recommended Reading

a) Basic Textbooks:

- Ρέα Κακάμπουρα, Αφηγήσεις ζωής, εκδ. Μπαμπάλης, Αθήνα 2011
- Άννα Λυδάκη, Ποιοτικές μέθοδοι της κοινωνικής έρευνας, εκδ. Καστανιώτη, Αθήνα 2012
b) Additional References:
   11. Βασίλης Νιτσιάκος, Μαρτυρίες Αλβανών Μεταναστών, εκδ. Οδυσσέας, Αθήνα 2003

Learning Activities and Teaching Methods

- Lectures
- Presentations

Assessment/Grading Methods

Assessment

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

PΔ0017 – Electronic Learning Environments and Language (Research)

<table>
<thead>
<tr>
<th>Type of Module/Course:</th>
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<td>Year of Study:</td>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Vasilia Kourtis-Kazoullis</td>
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</table>

Content outline

The theoretical approaches taught in the compulsory course "Teaching language and new technologies", are used as a starting point for the design, creation and evaluation of electronic learning environments for Computer Assisted Language Learning (CALL). Students will experiment with software and internet applications for teaching first, second and foreign languages, with emphasis on applications specially designed for elementary school students. Then they will take part in critical analyzes and assessments of these applications, according to specific criteria related to theoretical approaches of language teaching, pedagogical approaches and software capabilities. Students will design and create their own applications for elementary school students that will focus on language teaching (first, second or foreign), upon determining: (a) the theoretical framework they will use and (b) specific software to be used.

Learning outcomes

Upon completion of the course students / therapists have the ability to create electronic learning environments for teaching / learning of Greek as a second or foreign language.
Prerequisites
None.

Recommended Reading

a) Basic Textbooks:

b) Additional References:

Learning Activities and Teaching Methods

Assessment/Grading Methods

The course is evaluated in the following way:
1. Critical evaluation and analysis of a software for language teaching (1 point)
2. Creation Software (7 points)
3. Presentation Software (2 points)

Language of Instruction
Greek.

Mode of delivery
Face-to-face with activities in the computer lab and on the moodle of the course.

PΔ0020 - Language Diversity in Rhodes

Type of Module/Course: ΕπΔ
Year of Study: 3rd or 4th
Semester: 6 or 8
ECTS: 4
Name of lecturer / lecturers: Eleni Skourtou

Content outline
This course is organized as an introductory seminar to research. Our research field is the city of Rhodes, where language and cultural diversity is diachronically a key feature of the society. We try to draw upon the linguistic profile of the city in different periods of its recent history and in the present day. We work with quantitative and qualitative tools.

Learning outcomes

Knowledge:
Upon completion of the course students:
- will have been introduced to diversity in a certain context that is defined geographically, historically, socially.
- will have realized that language diversity is not a static phenomenon
- will have been introduced to issues like power relationships between languages and cultures, language maintenance / shift, language planning
- will have realized the complex relationship between language diversity and education

Skills:
Upon completion of the course students:
- will have been introduced into different research tools
- will have exercised in applying a certain research tool
- will have been aware of diversity in the city of Rhodes
• will have made a first effort to study diversity in their home city
• will be able to realize language shift processes

Prerequisites
It is suggested that students have accomplished a seminar on Bilingualism and or the course on Language Diversity and Learning (ΥΔ0020).

Recommended Reading
a) Basic Textbooks:

• ΣΕΛΛΑ-ΜΑΖΗ, Ε. (2001): Διγλωσσία και Κοινωνία, Αθήνα: Προσκήνιο

b) Additional References:

Learning Activities and Teaching Methods
Statistical reports from local authorities and school boards.
Mapping certain contexts (e.g. the International School in Rhodes).
Interviewing teachers and parents.

Assessment/Grading Methods
Projects in small groups and Essays.

Language of Instruction
Greek.

Mode of delivery
Face-to-face with activities, tutoring in small groups or on individual basis.

ΡΔ0022 - Women's Intellectual Writing in Hellenic Communities abroad

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<th>Type of Module/Course:</th>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Louiza Christodoulidou</td>
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Content outline
This course will focus on the literary activity of women scholars of the 19th century where there are obviously the seeds of a potentially feminist consciousness, as it was formed and developed in the centres of Outside Hellenism. The definition of gender identity, during that period, considers the involvement of women in public and their engagement with literature as incompatible. But with dynamic interventions, and even conflict in the press, with the
male-dominated establishment of the time, the literary women, manage to subvert stereotypical male conceptions and prejudices, opposing the female literary creation. Our main interest is the director, educator, scholar and poet, Sappho Leondias, whose contribution to female emancipation, personality, education and reputation, rank in the elite of her era, but also in her sister, Emily Ktenas-Leondias, also an educator and the editor of the magazine Eurydice.

Learning outcomes

A. Knowledge: Our goal is that the students get to know the significant educator and poet Sappho Leondias, a female personality that lived and flourished in Outside Hellenism in the 19thC., as well as the historical and social context within which created the conditions for female scholarship in extremely adverse conditions, producing an important educational, literary and journalistic work.

B. Skills: Be attuned to the way newspaper clippings of the 19thC., on poems, short stories theatre works and serialized novels of Greek Women writers.
To comprehend the contribution of these women to the development of women's writing and shape individual attitudes, perception and critical thinking towards leading women.
Be able to refute any stereotyped social representations of gender difference, defending the female gender and identity, recognizing the value of equality, the need for contribution to the arts and literature and to pass on these values to the pupils of tomorrow.

Prerequisites

None.

Recommended Reading

a) Basic Textbooks:
   - Βαρίκα, Ε. (2011). Η εξέγερση των Κυριών. Αθήνα: Παπαζήσης
   - Ριζάκη, Ε. (2007). Οι «γράφουσες» Ελληνίδες. Αθήνα: Κατάρτι

b) Additional References:
   12. Αναστασοπούλου, Μ. (2012). Η συνετή απόστολη της γυναικείας χειραφεσίας. Καλλιρρόη Παρρέν. Η ζωή και το έργον. Αθήνα: Σύλλογος προς διάδοσιν ωφελίμων βιβλίων
16. Κάννερ, Έ. (2012). Έμφυλες κοινωνικές διεκδικήσεις από την οθωμανική αυτοκρατορία στην Ελλάδα και στην Τουρκία. Ο κόσμος μιας χριστιανής δασκάλας. Αθήνα: Παπαζήση

17. Κόντογιάννη, Β. (επιμ.) (2008). Λόγος γυναικών. Αθήνα: Ελληνικό Λογοτεχνικό και Ιστορικό Αρχείο


21. Χριστοδούλου Λουίζα, «Γύρω από την ίδρυση του Αναγνωστηρίου “Η Αίγλη” στη Σύμη : Ένα ποίημα και μια επιστολή της Σαπφούς Λεοντιάδος», Μικροφιλολογικά 33 (Ανοιξή 2013) 3-8


Learning Activities and Teaching Methods

Assessment/Grading Methods

The evaluation of the course will be either by submitting an assignment or an oral examination or a combination of both.

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

MY0003 – Psycho-motor education in Schools: applications**

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<tr>
<th>Type of Module/Course:</th>
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<td>Year of Study:</td>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Georgios Zarotis (TEPAES)</td>
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Content outline

The natural activity and education are faced henceforth not only as integral piece of analytic program of school education, but also as an effective tool for the promotion of growth of children from all sides.

The body of a young child can be regarded as the primary means of learning when the child tries to build the foundations for future development and learning. The movement for children of school age may mean exploring the environment, is an integral part of communication does not mean acceptance, pleasure, freedom or security. The purpose of this course is to redefine the dimension and the role of mobile application activities and games to schoolers.

Thus, becomes report in the aims of natural education for the children of this age, the role of teacher and the connection of natural education with the kinetics, social, the intellectual and sentimental growth of children.

Learning outcomes

Objectives of the course:

a) Providing mobile experiences for exploration and experimentation.
b) Development of creativity.
c) Turn on cognitive function through participation in problem-solving activities.
d) Improving self-confidence through participation in appropriate developmental programs of physical activity.
e) Development of social characteristics with activities designed to enhance positive interpersonal interactions.

Prerequisites

None.

Recommended Reading

a) Basic Textbooks:
Greek-speaking:


Learning Activities and Teaching Methods

Mixed method of teaching (teacher centered and student centered).
Assessment/Grading Methods

Evaluating complex, presenting the issue of student or the student in class during the semester or oral exam at the end of the semester.

Language of Instruction

Greek.

Mode of delivery

Face-to-face.

MY0001 – Virtual Environments for the Practicum

<table>
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<tr>
<th>Type of Module/Course:</th>
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<td>Year of Study:</td>
<td>3rd or 4th</td>
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<td>Semester:</td>
<td>5 or 6 or 7 or 8</td>
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<td>ECTS:</td>
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<tr>
<td>Name of lecturer / lecturers:</td>
<td>Apostolos Kostas</td>
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Content outline

This course aims to present the various software and electronic environments for the design and development of teaching scenarios and their effective implementation in educational practice. This software supports the instructional design based on the design of educational activities through a friendly- user interface in tandem with providing multiple and high-level features. Subsequently, the course will focus on a particular software. This will help students design their scenarios for the practicum through hands-on-training activities in the laboratory. Finally, the course will introduce the students to the concept of online communities as a means of supporting reflective practice.

Learning outcomes

After successfully completing the course, students will:

- know the characteristics of selected scenario’s design tools,
- be able to design learning scenarios using a specific software,
- be able to recognize the benefits of electronic communities on issues related to the internship.

Prerequisites

None.

Recommended Reading

User manuals, teacher’s notes.
Learning Activities and Teaching Methods
Hands on Training Activities, Tutorials.

Assessment/Grading Methods
Final project.

Language of Instruction
Greek.

Mode of delivery
Face to face (computers lab) assisted by LMS.

ΥΞ0021 – English I

Type of Module/Course: ΚεΥΞ
Year of Study: 1st
Semester: 1
ECTS: 0
Name of lecturer / lecturers: Anastasia Polemikou

Content outline
At the first level students are given simple but stimulating texts covering a wide range of contemporary issues. The objective is to establish a foundation for increasing foreign language acquisition. Skills such as vocabulary enhancement, grammar development, and sentence structure building are developed through a variety of activities and exercises (i.e. multiple choice questions, True / False questions, vocabulary exercises, comprehension questions) all aiming to reinforce students’ reading comprehension skills and develop vocabulary. A staged presentation of grammatical phenomena is followed by ample practice through various exercises and activities from selected materials.

Prerequisites
Basic knowledge of the English language – Level A1-A2 in accordance with the Common European Framework of Reference for Languages.

Recommended Reading
2. Selected reading material/ texts with stimulating content relevant to student interests are provided by the instructor and are posted on the Department site. In addition to helping enhance comprehension skills these focus on grammar-building skills and progressive vocabulary acquisition. At the same time they also promote students’ written and oral discourse development.
3. Harrison, Richard *Headway Academic Skill: Reading, Writing, and Study Skills* (Level 1)
   Oxford University Press, 2012

**Recommended on-line materials for further practice and enrichment**

- www.bbc.co.uk
- www.britishcouncil.org
- www.educationworld.com
- www.onestopenglish.com
- www.onestopclil.com
- www.scholastic.com
- www.in.gr/dictionary/lookup.asp
- www://kypros.org/cgi-bin/lexicon

**Learning Activities and Teaching methods**

Learning and teaching practices are implemented through the practice of all language skills, with the specific aim to promote active learning and analysis of the linguistic structure and function of the language. Through analysis and processing of texts with the use of content summaries, reading comprehension exercises, commentaries as well as mediation exercises, students are encouraged to enhance their practices of using the language and understanding its function. Moreover, the designated teaching sites function as workshops for the acquisition of skills and their implementation. These experiential learning sites provide students with active participation which further enhance their learning. Some of the methods employed throughout the course are the following:

- Text analysis and processing
- Discussion, participatory learning through mediation activities
- Research learning
- Reflection and reflective learning
- Self assessment

**Assessment/Grading methods**

- Final examination
- Short in-class written assignments and recommended skill-building exercises (optional)
- Oral participation in language laboratory/workshop activities

**Language of Instruction**

English with restricted use of Greek during mediation activities.

**ΥΞ0022 – English II**

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<tr>
<th>Type of Module/Course:</th>
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<tr>
<td>Year of Study:</td>
<td>1st</td>
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Semester: 2
ECTS: 0
Name of lecturer / lecturers: Anastasia Polemikou

Content outline
At the second level students will develop their language by improving and extending their knowledge of grammar, syntax, vocabulary and pronunciation. As they develop specific skills within the basic 4-core strand language framework of reading, listening, speaking, and writing, students are guided to work with more complex English texts with educational content and specific terminology. Through diverse activities students will succeed in achieving increasing levels of comprehension in both written and spoken discourse. This will prepare them for the third level (English for Academic Purpose) where they will read authentic English texts of general and pedagogical interest from fields such as education, educational psychology, children’s literature, and pedagogy.

Prerequisites
Successful completion of level I or certification submitted demonstrating knowledge of the English language at level B2 according to the Common European Framework of Reference for Languages.

Recommended Reading

Required Coursebooks and learning materials

2. Selected reading material/ texts with stimulating content relevant to student interests are provided by the instructor and are made available on the Department site. In addition to helping enhance comprehension skills these focus on grammar-building skills and progressive vocabulary acquisition. They also promote written and oral discourse development.

Recommended on-line materials for further practice and enrichment

- www.bbc.co.uk
- www.britishcouncil.org
- www.educationworld.com
- www.onestopenglish.com
- www.onestopclil.com
- www.scholastic.com
- www.in.gr/dictionary/lookup.asp
- www://kypros.org/cgi-bin/lexicon
**Content outline**

This course has been designed to help students use English effectively in the academic contexts they will encounter during their studies and throughout their professional lives as teachers and educators. Alongside the development of skills for effective reading and comprehension of academic texts students will acquire knowledge of the relevant terminology and concepts in their discipline.

The structure of the course is aimed at fostering language acquisition through the integration of the four core language strands: speaking, listening, reading and writing. Specific skills in each strand are developed which improve students’ reading and oral comprehension as well as extend their ability to communicate more effectively in written and spoken discourse. This will increase student confidence and competence in using English in academic contexts. Students read and analyze selected professional journal articles, conference papers, and other academic texts through which they are taught reading strategies such as previewing, scanning, skimming, surveying, outlining, identifying the main idea, effective note-taking, questioning and finding the author’s purpose, evaluating an argument, drawing conclusions. The strategies and techniques employed will enable students to read and understand texts within the field of education and pedagogy as well as in other related academic disciplines. Through appropriately designed activities which take place within the language classroom students also learn how to organize and structure written text, to write effective introductions and topic/main sentences using supporting evidence, to cite sources and compile bibliographies, to summarize, and to write effective conclusions. This will promote student competence in writing short texts such as overviews, content summaries and abstracts, descriptions, and short critical analysis.

**Strategies for developing efficient reading skills will be taught in class. These strategies include the following:**

- scanning and skimming to get the overall ideas of a text
- Previewing an article or paper
- identifying the main idea of a paragraph
- identifying the thesis statement
- understanding the author’s central purpose or argument;
- using questioning to promote understanding and critical thinking
- techniques for remembering,
• evaluating an argument
• drawing conclusions
• reading academic texts quickly and effectively

The following skills are taught for writing

• organizing and structuring content: introduction, main body, conclusion, etc.
• citing references properly (footnotes, endnotes, bibliographies, etc.)
• writing effective topic sentences
• outlining and summarizing the contents of a text
• writing an effective conclusion
• using evidence or examples to support statements, etc.
• using academic phrases and expressions effectively (special material will be provided)
• writing a short critique

Listening and Speaking
Student ability and confidence in speaking and listening are given special attention in the classroom and laboratory environment within which structured activities such as the following take place:

• listening to video-taped speeches or academic lectures with comprehension
• taking effective notes from listening
• expressing ideas orally with clarity and accuracy in academic style
• giving short oral presentations in English
• acquiring a wider range of academic vocabulary and terminology
• evaluating web sources (accuracy, integrity, objectivity, credibility, currency, etc.)

Speaking:

• Expressing and supporting a point of view in class discussions
• Developing a counter-argument
• Using academic vocabulary and expressions

Learning outcomes

General
This course will help students gain more confidence in speaking English in an academic context and understanding and responding to what foreign speakers are saying, reading, or writing more easily.
Specific students will be able to:

- listen to academic lectures with comprehension
- take effective notes from their reading or listening
- read academic texts quickly and effectively
- express ideas clearly and accurately in academic style
- give oral presentations in English
- acquire a wider range of academic vocabulary and terminology
- evaluate web sources (accuracy, integrity, objectivity, credibility, currency, etc.)

Learning Activities and Teaching Methods

The teaching method used is primarily based on lectures as well as in-class activities. Video and tape recordings and relevant Web-based materials/activities will be used for enrichment throughout the term. Some of the activities of the course are:

- Writing a bibliographical entry in appropriate form
- writing a summary after reading a text
- writing an abstract
- documenting sources properly (writing end or footnotes correctly)
- Finding the author's argument or hypothesis
- Avoiding Plagiarism

Prerequisites

Students must have successfully completed Levels 1 and 2 or alternatively achieved an accredited Certificate of Competence (First Certificate level B2) within the last 4 years. Students with a Certificate of Advance or Proficiency level in English are admitted directly into the course upon submission of an authorized and validated copy of their language certificate.

Reading material will be distributed during the sessions of the course and also made available on the Department’s website

Handouts and printed exercises will be prepared by the instructor. Some will be referenced from several sources, including the textbooks that are listed below.

Web-based resources will also be recommended and reviewed as applicable within the class lectures and seminars. Copies of notes and course handouts will be made available to students electronically.

Required Coursebook:


**Recommended Reading**

2. Morley, John; Doyle, Peter, and Pople, Ian *University Writing Course*

**References**

On-line dictionaries and sources such as the following will be helpful:

http://www.macmillandictionary.com
http://www.thefreedictionary.com
http://www.learnersdictionary.com
http://www.askoxford.com/?view=uk
http://www.visualthesaurus.com
http://www.uefap.co.uk/links/linkfram.htm

For writing overviews and summaries the following will be helpful

http://vlc.polyu.edu.hk/academicwriter/Questions/writemodeintro.htm
http://owl.english.purdue.edu/handouts/print/research/r_apa.html
http://ask.yahoo.com/ask/20020510.html

**Assessment/Grading Methods**

Students will be assessed on the basis of their participation in the various skill-building activities of the course which will terminate with an oral presentation or written assignment (30% of the final grade) and on passing the final written examination at the end of the semester. The Final examination will be made up of comprehension questions on reading texts, terminology, and other items based the contents of the reading texts studied.

**Language of Instruction**

Exclusively English.

**Mode of delivery**

Face-to-face or in physical presence
ACADEMIC CALENDAR 2016 – 2017


FALL SEMESTER 2016 - 2017
Course start date: 03.10.2016
Course end date: 20.01.2017, 13 weeks of courses + 2 weeks Christmas Holidays from 22.12.2016 until 6.01.2017
Various Educational Obligations and Exam Period of Fall Semester: 23.01.2017 - 17.02.2017
The date of graduation of the period is 17.02.2017

SPRING SEMESTER 2016 – 2017
Course start date: 20.02.2017
Course end date: 02.06.2017, 13 weeks of courses + 2 weeks Easter Holidays from 10.04.2017 until 21.04.2017
Various Educational Obligations and Exam Period of Spring Semester: 06.06.2017 - 30.06.2017
The date of graduation of the period is 30.06.2017
Useful Information and Regulations

New Freshmen Registration


During the same period the registration of blind students, deaf students, those with Mediterranean anemia, sickle cell anemia and athletes, takes place as specified by Article 4, paragraph. 2 para. a and b of Law. 1171/1988.

For registration, the following documents must be submitted:

- Photocopy of ID card.
- Photocopy of diploma or degree or proof of school that graduated.
- Solemn Declaration of Greek Law 1599/1986 to state that the freshmen have not registered in any other department of any University in Greece.
- Six (6) photos of himself/herself, (the ones used in ID cards)
- Οι εγγραφόμενοι που αναφέρονται στο εδάφι β' της παρ. 3 του προηγούμενου άρθρου, εκτός των άλλων δικαιολογητικών υποβάλλουν, κατά την εγγραφή τους και το πιστοποιητικό για την πάθηση τους, που προβλέπεται στην παράγραφο VII του άρθρου 46 του Ν. 1946/91.

Secretary's employees check the above collected data.

For exceptional reasons, such as prolonged natural disaster, serious illness, military service or absence abroad, it is possible for students to register within thirty (30) days from the expiry of the recommended registration period, when freshmen must display the reasons of the delay. Students who have failed to register lose the right to register for the current academic year and subsequent years.

Military enlistment of students

Students that have not fulfilled their military obligations must submit to their home enrollment military office, a certificate of studies which is obtained from the Secretariat of the Department. This will serve to postpone military service for as long as one is a registered student.

Registration of athletes

(Law. 2009/92, Official Gazette of 18-A, N. 2188/94 Official Gazette 18-A)

After the announcement of the imported athletes in every department of the University by the Greek Ministry of Education, Research and Religious Affairs, duration of registration dates are determined so athletes can attend higher education.
**Students assessment**

Every professor can decide the way of students’ assessment throughout the academic year, by written and / or oral examinations, papers or laboratory exercises.

1. A successful score is a grade equal to or greater than 5 on a scale from 0-10.
2. The final grade of each course may be the result of one final examination or other assessment methods.
   A) The final grade of the individual evaluations, is a result of written or (and) oral (and) practice exams or (and) the active student participation in the learning process, especially during papers’ presentations, which enriches the critical ability and scientific knowledge of the student.
   B) If other forms of evaluation are used, all students must have equal access to necessary means.
   C) The form of evaluation is every professor’s responsibility.

3. If a student fails the final examination of the course, he is obliged to repeat it if: a) there is not a passing score and b) it has been predetermined by the instructor at the beginning of the semester.
4. Students attending the last spring semester (8th-10th-12th) have the right to be examined repetitively apart from the period of September and the period of January-February in courses other than those that they have declared.
5. At the expiration of each academic year or in the beginning of the next one, the Chairman announces in the general Assembly of Department the rates of success or failure in the various courses and these are evaluated and apprised for the next academic year.

**Students catering**

Catering is provided all days of the week in the restaurant of the University Student Club from September 1 of each academic year to 30 June of the following year. This service is not available during the Christmas and Easter holidays.

University students can have free meals on the conditions that:

- They don’t have a degree from any other University.
- They have submitted an application for free meals.
- They are under 25 years old.
- The maximum time limit for a student to be entitled to have free meals is up to six (6) years.

Students must apply to University Student Club for free meals within 15 days from the registration date, submitting the following documents:

1. A confirmation from the Secretariat of the Department that proves the date of the student’s registration.
2. Photocopy of ID card or birth certificate.
3. Marital status certificate.
4. A certified copy of a tax return of the family of the last income tax declaration, or a certified copy of the last income tax statement.
5. A certified copy of a tax return of his/her own last income tax statement or a certified copy of the last income tax return, in cases where the person has gathered stamps for six consecutive months during the previous year.
6. A statement by the parent or parents that they do not provide any financial help to the student as long as paragraph 5 is in force.
7. A statement of Law. 1599/86 confirming the permanent residence of their parents.

Cypriot Students in the University

Students from Cyprus must submit a certificate from the Social Welfare Services of Cyprus for the current year.

Expatriate students

Expatriate students whose parents live abroad permanently and work as laborer must submit a certificate from the Greek Consulate.

Students Accommodation – Terms and Conditions

The University Unit of Rhodes provides accommodation to students. All students must accept the Internal Rules of University in order to live in peace and harmony.

Conditions to have access to Accommodation:

- Attending the University of the Aegean and no other University of Greece.
- Students cannot be permanent residents in the island of Rhodes.
- Students have already applied according to the deadlines scheduled by the Greek Ministry of Education, Research and Religious Affairs.
- They have not been suspended from the Hall of Residence for any reason.

Duration of stay

- Five days before the start of the examination period of September until the end of each academic year.
- Undergraduate students can stay up to 6 years after the date of their registration to the University of the Aegean or as many years as the duration of the Postgraduate Study Programmes.

Check in – Check out

- At the time of check in, the student must sign a document. If there is any damage in the room, the student is requested to make a formal notation of these and then the Secretary of the Π.Σ.Φ.Μ. must undersign it. Each student is obliged to restore damages caused by himself/herself in the room, not those due to normal use, at his own risk and cost.
- Students must take care and protect the property and equipment of the Student Accommodation.
Obligations of Students

1. In the residence students are free to express their political views.
2. Students, during their stay are responsible for harmony living.
3. They must keep their room and the public spaces clean and tidy.
4. Students cooperate with the support staff of the student dormitory for proper use of facilities.
5. When they check out, they must deliver the key to the room.
6. Student is free to leave the apartment any time he wants, as long as he has the staff of the dormitory.
7. The student is not allowed to make any changes in the room.
8. In certain cases, the Senate may decide that some students may have to contribute financially for the accommodation.

Penalties

If any behavioral problems appear then,
- Oral observation,
- Written warning,
- Suspension.

Removal of Students

1. Students will be removed from the Hall of Residence, without the right to reestablish themselves in the following cases:
   - Loss of student status for any reason.
   - When they lease or sublet or assign their rooms to other persons.
   - When they do not pay their monthly contribution to their housing costs, if so required
   - When they have not shown up to receive their rooms for a month after they have been informed to do so.
   - When they do not pay the cost of the damages incurred.
2. They are required to temporarily remove themselves from the Halls of Residence when they present a danger to public health.
3. In all the above cases, the position is automatically filled by the student who is next on the waiting list.

Scholarships by State Scholarships Foundation (IKY)

State Scholarships Foundation (IKY) was founded with the aim to offer young students grants for graduate and post-graduate studies. IKY plans, announces and implements a number of scholarship programmes both in Greece and abroad every year. Through these programs Greek citizens, expatriots of Greek origin, people of different nationalities, pupils, students, scientists, researchers and artists receive grants in order to acquire higher degrees in Greece or abroad and to achieve prominence in their professional lives. These Programmes reward excellence in the most meaningful way. IKY gives incentives to the best students by rewarding their excellence through scholarships in their first academic steps. The State Scholarships Foundation implements a Scholarships programme in order to support the best
and the financially weak students in order to make their pre-graduate studies in a Greek Higher Education Institution.

**Calculation of the final grade of the degree**

The way that the final grade of the degree is calculated is the same for all the Higher Education Institutions of the country according to Ministerial Decision GG141/V3/2166 (Official Journal of the Hellenic Republic (GG) 308 Vol. B, 18.6.1987). The grade of each course is multiplied by a weight, and the sum of these products is divided by the sum of the weights.

**Weighting factors, calculated as follows:**
- Courses with 1 or 2 credits have a weight of 1.0
- Courses with 3 or 4 credits have a weight of 1.5
- Courses with 6 credits have a weight of 2.0

If the student accumulates more teaching units than the required minimum, he/she may request the exception of some courses from the calculation of the final grade of the degree.

1. The final grade granted to the student and is written in his/her degree ranges among:
   - **Excellent** (8.50 ≤ grade ≤ 10.00 )
   - **Very well** (6.50 ≤ grade < 8.50)
   - **Well** (5.00 ≤ grade < 6.50)

2. Graduation oath is a special formal ceremony for all the graduates who successfully completed their studies at the University of the Aegean. The ceremony happens three times a year at the end of every examination period, February, June and September, at a place and date determined by the Rector’s Council.

   The text of Graduation oath is as follows:
   "Κάτοχος από σήμερα του πτυχίου ή διπλώματος του Τμήματος. Έρχομαι να διαθέσω στον Πρύτανη του Πανεπιστημίου και τον Πρόεδρο του Τμήματος ότι θα ασκώ τα δικαιώματα και τις υποχρεώσεις που συνεπάγεται η ιδιότητα του πτυχιούχου, με ευσυνειδησία, ήδος και ελεύθερο φρόνημα. Κατά τη σταδιοδρομία μου θα επιδιώκω σταθερά να επιπλουτίζω τις γνώσεις μου, να βελτιώνω την επιστημονική μου επάρκεια, να συμβάλω στην αναζήτηση της επιστημονικής αλήθειας και στην υπεράσπιση της, συνυπηρετώντας την προσωπική μου και την κοινωνική πρόοδο. Αποφεύγοντας κάθε άδικη πράξη, θα τηρώ πιστά και με ακρίβεια τα διδάγματα που πήρα από το Πανεπιστήμιο Αιγαίου, με τη φιλοδοξία να καταστώ χρήσιμος στο Έθνος και την Πολιτεία".

3. At the graduation ceremony everyone (the Senate members, faculty members and students) wear academic dress.

4. Each graduate has the right to get his diploma in parchment paper.

5. Before the oath each graduate can get a certificate from the Secretary of the Department of successful completion of his studies.

6. Academic Transcript contains the final grade of the degree and the detailed scores for all courses. The Transcript is granted by the Secretary of the Department.

6. The graduate has the right to get:
   A. Two copies of his diploma
B. A copy of the Certificate of Student Status
C. An academic transcript.

7. Students can undertake a thesis from the fourth year of their studies. It is credited with 16 ECTS and substitutes four selective courses (one from each sector). The student who wishes to prepare a thesis should complete and submit to the Secretariat, an application form with the title, the supervisor and the three-member committee and an approval recommendation form signed by the supervisor. The applications take place from the beginning of the fall semester of each academic year until November 30. The subject and the supervisor of the thesis are approved by the Assembly of the Department upon the supervisor's proposal. The preparation of the thesis lasts up to two semesters, starting from its approval. The student may have one semester extension upon request with the consent of the supervisor. The thesis is supported in public, with the presence of all the members of the Committee (or at least two of the three members), at a date and time specified by the Committee. The date, time and place of public support are notified to the Secretariat and communicated to the Department's website.

Students Association

The Students Association of the Department of Primary Education was founded in 1987 and its headquarters are in Rhodes. Members of the union invite all the students of the Department to elect The Board Members which consists of 7 members with one-year service.
Pursuing studies in Department of Primary Education

Postgraduate Studies

Postgraduate Programme in "Education Sciences - Education with the use of new technologies"

Foundation
The Postgraduate Programme entitled "Education Sciences - Education with the use of new technologies" of the Department of Primary Education of the University of the Aegean was founded in the academic year 2004-2005. Since 2014-2015, the program has been reformed, and its operation is governed by the decision no. 99826/B7 (GG 1852/07.07.2014 B') M.D. replacement of no. 52478/B7/27.06.2005 (GG 863/27.06.2005 B') M.D.

Subject & Objectives
The subject of the MEd is the specialization of graduates and the research in Educational Sciences and especially in Education with the use of New Technologies. The main objective is to contribute to the production of knowledge and problem solving in the era of Education with the use of New Technologies.

Target groups
The programme is directed at all professionals involved in education, training or vocational training and wish to conduct research and acquire special knowledge, skills and abilities in Education, with deepening in Education with the use of New Technologies.

Career Opportunities
The programme provides beyond the Master's degree in Education (MEd) and Pedagogical and Teaching Proficiency Certification equivalent to ASPAITE (former PATES / SELETE) according to Law. 2525/1997, art. 6, paragraph 4 and no. 6780 / B7 / 01.20.2006 of the Ministry of Education, Research and Religious Affairs.

Duration of the programme
The programme extends over three (3) semesters, of which

- the first two semesters the students attend courses, workshops and seminars and any other educational and research activities of the MEd,
- the third semester is dedicated to the preparation of the master thesis.

Structure of studies programme
The curriculum is implemented with face-to-face teachings, requiring physical presence at the University of the Aegean in Rhodes. The postgraduate students have to attend all activities of the programme. The curriculum is structured into intensive training and learning modules. To facilitate students who work, the modules may be held on all days of the week (including weekends).
Contact
Education Sciences – Education with the use of New Technologies
1, Dimokratias str., Building “Kleovoulos”
Rhodes, 85132
Tel.: +30 22410 99274
FAX: +30 22410 99275
Email: rhodes_pms_nt@aegean.gr
Url: http://www.pre.aegean.gr/pms-ntedu
fb: https://www.facebook.com/pms.edutech

Postgraduate Programme in "Higher Education Policy. Theory and Praxis"

The Department of Primary Education of the University of the Aegean offers from the academic year 2016 – 2017 a Postgraduate Programme (M.Ed.) entitled “Higher Education Policy. Theory and Praxis” which leads to a Master’s Degree (M.Ed.).

This programme is organized and is in collaboration with these three Departments:

- Department of Primary Education, University of Patras
- Department of Primary Education, University of the Aegean
- Department of Social and Educational Policy, University of Peloponnese

Course start date: September, 2016.
Its base is in Patra.
The duration of the Postgraduate Programme is three (3) semesters in which the graduate thesis is included.
Attendance is mandatory.
Seminars are held on Friday to Sunday.
The selection of students is made by awarding points.

Subject – objective – aim of the MEd

The subject of the MEd is higher education and more specific, higher education as a social institution and as a way to develop and implement policies in national, European and international level. Higher education policy as an independent discipline of education policy and education sciences. The choice of higher education as the MEd subject should be regarded as self-evident because nowadays is inseparable with social, economic, technological and cultural development and progress. This is also the reason that today, higher education is the main focus of interest both politically and scientifically. Particularly at European level, the creation of the European Higher Education Area as a result of the Bologna Process is now developing a new international framework for the operation and development of higher education and creates increased demands and expectations for the future.

Target Audience

This programme is addressed to graduates of various disciplines who are interested to specialize in this subject but also to those who want to have the experience of doctoral study. Additionally, to professionals (administrative or scientific staff working at higher education institutions or institutions linked to higher education, such as ΑΔΙΠ, ΕΣΥΠ and
Ministry of Education) who are interested in improving their skills and their knowledge regarding the latest trends, developments and prospects of higher education in Greece, Europe and internationally.

Doctoral thesis

The thesis subject and the selection procedures and requirements of the doctoral candidates are determined and established in accordance with Article 13 of Law. 2083/1992. PhD students of the Department of Primary Education are considered postgraduates students and have all legal rights and obligations as such.

Candidate Selection Process

- The candidates file:
  - An application to the Secretary of the Department and the necessary supporting documents – as described in the relevant paragraph of Law. 2083/1992
  - Brief description of the proposed thesis
- Thereafter, the candidate will be invited to an interview from the Selection Committee
- After considering the qualifications of the candidates, the Selection Committee makes a proposal to the General Assembly of the Department
- The General Assembly assesses and finally selects the PhD candidates
- Sets three-member committee of faculty members, one of whom is the supervisor, who should be professor, associate professor or assistant professor of the Department.

Preparation & Support

- The duration can not be less than three years from the date of approval of the thesis
- As the law states, the candidate should submit at the end of each year a progress report on the Assembly of the Department, through the Advisory Committee. If the candidate does not meet the obligations, the Assembly, upon Advisory Committee’s report, may decide to cancel the development of the thesis.
- The Advisory Committee decides whether the research objectives of the thesis have been completed, by evaluating the scientific work of the candidate.
- The final judgment of the thesis is done from a seven-member Examination Committee. For the approval of the dissertation, at least five members of the Committee should agree.

The nomination of the candidate to doctorate is made by the Assembly of the Department, based on the findings of the Examination