UNIVERSITY OF THE AEGEAN
SCHOOL OF HUMANITIES
Department of Primary Education

STUDY GUIDE
2017-2018

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

Rhodes, September 2017
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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 and especially:

- Dr. Apostolos Kostas, member of Laboratory & Teaching Staff for the editorship of this guide,
- the Secretary of the Department and especially Mrs. Zouba Chrysoula and Mr. Kolokithas Dimitris for their assistance on issues related to the curriculum.

Chairman of the Department of Primary Education  
Professor Alivizos Sofos
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 Programs. 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 Programs

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
  o Information and Communication Systems Security
  o e-Government
  o Intelligent Information Systems
  o Communication and Computer Networking Technologies
  o 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.sae.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 unparalled 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](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

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://tlipolemos.aegean.gr/counsellingcenter/
URL: http://www1.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 program 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 Centers 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+

The Erasmus+ is the European Union action program for education and especially of higher education, aiming to improve the quality of university education and strengthen its European dimension.

The Erasmus+ 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 program 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+ program 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 Programs), 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+ 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+ 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+ 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+ should contact the Office of Academic Programs 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+ 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 recognize 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+ program.
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

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

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

Head of the Department's Secretary: Zoumba Chrysoula
Tel.: 22410 99210-11-12, FAX: 22410 99209
Email: PTDE_Gramm@aegean.gr
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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 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 = 25ECTS
   - 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 exempted 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 exempt s 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" 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 2017-18

<table>
<thead>
<tr>
<th>CODE</th>
<th>COURSE</th>
<th>CATEGORY</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>SEMESTER ONE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YA0007</td>
<td>Introduction to Pedagogy</td>
<td>Obligatory</td>
<td>6</td>
</tr>
<tr>
<td>YB0003</td>
<td>History and History Didactics</td>
<td>Obligatory</td>
<td>6</td>
</tr>
<tr>
<td>YT0003</td>
<td>An Introduction to the Basic Concepts and the Fundamentals of Mathematics</td>
<td>Obligatory</td>
<td>6</td>
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<tr>
<td>YT0005</td>
<td>Introduction to Information and Communication Technologies</td>
<td>Obligatory</td>
<td>6</td>
</tr>
<tr>
<td>YΔ0001</td>
<td>The Greek Language</td>
<td>Obligatory</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>SEMESTER TWO</strong></td>
<td></td>
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<tr>
<td>YA0003</td>
<td>Introduction to Clinical Psychology</td>
<td>Obligatory</td>
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<td>YA0005</td>
<td>School Pedagogy</td>
<td>Obligatory</td>
<td>6</td>
</tr>
<tr>
<td>YB0002</td>
<td>Cultural History</td>
<td>Obligatory</td>
<td>6</td>
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<tr>
<td>YT0001</td>
<td>Science Education in Primary Schools</td>
<td>Obligatory</td>
<td>6</td>
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<tr>
<td>YΔ0007</td>
<td>Modern Greek Literature-Modern Greek Literature of Cyprus: 19th AND 20th century</td>
<td>Obligatory</td>
<td>6</td>
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<td><strong>SEMESTER THREE</strong></td>
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<td>YA0006</td>
<td>Introduction to Special Education</td>
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<tr>
<td>YB0005</td>
<td>The Sociology of Religion</td>
<td>Obligatory</td>
<td>6</td>
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<td>YB0007</td>
<td>Educational Policies</td>
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<tr>
<td>YT0006</td>
<td>A theoretical framework for Environmental and Sustainability Education</td>
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<tr>
<td>YΔ0009</td>
<td>Introduction to Literacy</td>
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<td><strong>SEMESTER FOUR</strong></td>
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<td>YA0011</td>
<td>Introduction to Cognitive Psychology</td>
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<tr>
<td>YT0008</td>
<td>Technological and Didactical Innovations: Virtual Reality</td>
<td>Obligatory</td>
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<tr>
<td>YΔ0004</td>
<td>Folklore: An Introduction to Folkloristics</td>
<td>Obligatory</td>
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<tr>
<td>YΔ0008</td>
<td>Language Teaching and New Technologies</td>
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<td>ΥΙ0001</td>
<td>Introduction to the Pedagogics of Theatre</td>
<td>Obligatory</td>
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<td></td>
<td><strong>SEMESTER FIVE</strong></td>
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<tr>
<td>EA0060</td>
<td>Theories of Learning: Experience, Ways of Life and the Process of Producing and Reproducing Knowledge</td>
<td>ΚεΥΑ</td>
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<tr>
<td>EB0073</td>
<td>Modern Greek History</td>
<td>ΚεΥΒ</td>
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<tr>
<td>ET0014</td>
<td>Environmental Issues</td>
<td>ΚεΥΓ</td>
<td>5</td>
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<tr>
<td>ET0031</td>
<td>Didactics of Mathematics</td>
<td>ΚεΥΓ1</td>
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<td>ΕΔ0034</td>
<td>Bilingualism</td>
<td>ΚεΥΔ</td>
<td>5</td>
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<tr>
<td>ΕΔ0045</td>
<td>Teaching Literature</td>
<td>ΚεΥΔ</td>
<td>5</td>
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<tr>
<td>YA0004</td>
<td>Cognitive Psychology and Language Development in Children</td>
<td>ΚεΥΑ</td>
<td>5</td>
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<tr>
<td>YB0001</td>
<td>Sociology of Education</td>
<td>ΚεΥΒ</td>
<td>5</td>
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<tr>
<td></td>
<td>+ 1 Selective Course</td>
<td>ΕΠ</td>
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</tr>
</tbody>
</table>

"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.
### SEMESTER SIX

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
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<td>ΠΡΑΚ – A</td>
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<tbody>
<tr>
<td>ΠΡΑΚ – Β1</td>
<td>Applied Language Teaching</td>
<td>ΠΡΑΚ – Β</td>
</tr>
<tr>
<td>ΠΡΑΚ – Β2</td>
<td>Theory and Practice in Mathematics Education</td>
<td>ΠΡΑΚ – Β</td>
</tr>
<tr>
<td>ΠΡΑΚ – Β3</td>
<td>Theory and Practice in Science Education</td>
<td>ΠΡΑΚ – Β</td>
</tr>
<tr>
<td>ΠΡΑΚ – Β4</td>
<td>Applied History Education</td>
<td>ΠΡΑΚ – Β</td>
</tr>
<tr>
<td>ΠΡΑΚ – Β5</td>
<td>Applied teaching in ICT and digital literacy</td>
<td>ΠΡΑΚ – Β</td>
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<tr>
<td>ΠΡΑΚ – Γ2</td>
<td>Theory and Practice in Mathematics Education</td>
<td>ΠΡΑΚ – Γ</td>
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<td>ΠΡΑΚ – Γ</td>
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<td>ΠΡΑΚ – Γ2</td>
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<tr>
<td>ΠΡΑΚ – Γ4</td>
<td>Applied Teaching in History</td>
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<tr>
<td>ΝΠ-ΑΓ5</td>
<td>Practical Professional Deepening Exercise in Pedagogical Fields of Work in the context of Mentoring</td>
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### SELECTIVE COURSES OF FALL SEMESTER

#### SECTION A

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<tr>
<td>ΕΑ0001</td>
<td>Theoretical Approaches to the Family</td>
<td>ΕπΑ</td>
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<tr>
<td>ΕΑ0014</td>
<td>The Subject and Knowledge</td>
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<tr>
<td>ΕΑ0054</td>
<td>Psychology of Motivation</td>
<td>ΕπΑ</td>
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<tr>
<td>ΕΑ0061</td>
<td>Education of Students with Special Educational Needs</td>
<td>ΕπΑ</td>
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<tr>
<td>ΕΑ0065</td>
<td>School Evaluation/ Assessment</td>
<td>ΕπΑ</td>
<td>4</td>
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<tr>
<td>ΕΑ0066</td>
<td>School Management</td>
<td>ΕπΑ</td>
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<tr>
<td>ΕΑ0074</td>
<td>Digital literacy in intercultural environments: pedagogical, sociological and legal dimensions</td>
<td>ΕπΑ</td>
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<tr>
<td>ΕΑ0075</td>
<td>Tools for Designing Learning Scenarios for Practicum</td>
<td>ΕπΑ</td>
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<tr>
<td>ΕΣ0024</td>
<td>Creative Drama as an Instructional Strategy in Education</td>
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<tr>
<td>ΡΑ0018</td>
<td>The family with a child with learning difficulties</td>
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#### SECTION B

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<tr>
<td>ΕΒ0080</td>
<td>State, Institutions, Education &amp; Political Socialization of Youth</td>
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<td>ΡΒ0029</td>
<td>Religion and Society</td>
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<td>ΡΒ0030</td>
<td>Cultural and Artistic Models</td>
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#### SECTION C
### Section A

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<td>EG0029</td>
<td>ICT Applications in Education</td>
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<td>EG0032</td>
<td>Students’ Conceptions of Science and Their Teaching Approaches</td>
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<td>EG0038</td>
<td>Development of Virtual Worlds for Teaching Subjects in Primary School</td>
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<td>EG0041</td>
<td>Assessment and Evaluation in Mathematics: Classical and Contemporary Theories with the Use of New Technologies</td>
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### Section D

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<tr>
<td>EΔ0003</td>
<td>The Diffusion of Aesopic Fables in Europe</td>
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<tr>
<td>EΔ0025</td>
<td>Modern Aspects of Folk Literature</td>
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<td>EΔ0046N</td>
<td>Introduction to Children’s Literature: Theory and Practice</td>
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<td>EΔ0049</td>
<td>History of the Greek Languages</td>
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<td>EΔ0050</td>
<td>Discourse Analysis</td>
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<tr>
<td>EΔ0051</td>
<td>Gender and Language</td>
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<tr>
<td>PD0017</td>
<td>Language Teaching and New Technologies (Research)</td>
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<td>PD0022</td>
<td>Women's Intellectual Writing in Hellenic Communities abroad</td>
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### Selective Courses of Fall Semester

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<td>Epistemology and Didactics</td>
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<td>Models of Interaction Between Family and School Systems</td>
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<td>EA0051</td>
<td>Family and &quot;A School for All&quot;</td>
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<td>EA0053</td>
<td>Introduction to Psychology</td>
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<tr>
<td>EA0064</td>
<td>Developing Digital Content for e-Learning and K-12 Online Distance Education with Moodle</td>
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<tr>
<td>EA0068</td>
<td>Pedagogical uses of the Cinema, Reportage, Documentaries and the Internet in the educational process - Media Literacy</td>
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<tr>
<td>EA0070</td>
<td>Education of students with severe special educational needs and disabilities</td>
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<tr>
<td>EA0072</td>
<td>Drama in Education</td>
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<td>EA0073</td>
<td>A typical, Non-Conventional Forms of Education - Life-long Learning</td>
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<tr>
<td>PA0024</td>
<td>Professional specialization of teachers: a research project</td>
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<td>PA0069</td>
<td>Pedagogical Methods and Research Techniques in Educational Fields</td>
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### Section B

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<tr>
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<td>EB0041</td>
<td>History of Education</td>
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<tr>
<td>EB0044</td>
<td>Anthropological and Sociological dimensions of Religion</td>
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<td>EB0056</td>
<td>Teaching of Religions</td>
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<td>EB0059</td>
<td>Education: Perception in the Public Sphere, Press, Literature, Cinema, Theater, Art</td>
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<td>EB0077</td>
<td>Gender and Education (Moodle)</td>
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<td>Development of Gender Roles (Moodle)</td>
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**SECTION C**

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<td>Teaching and learning strategies in environmental education</td>
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<td>EG0034</td>
<td>Multimedia and Virtual Learning Environments</td>
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<td>EG0039</td>
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<td>EG0042</td>
<td>Introduction to Web for Education</td>
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<td>RG0015</td>
<td>The Sustainable School (Research)</td>
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**SECTION D**

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<td>Second Language Teaching</td>
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<td>ED0042</td>
<td>Modern Greek Literature 19th -20th century: Poetry and Prose</td>
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<td>ED0047</td>
<td>Grammatical Description of the Greek Language</td>
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<td>ED0048</td>
<td>Language Change</td>
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<td>ED0052</td>
<td>Introduction to Language Policy</td>
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<td>ED0053</td>
<td>Language, Literature, Folklore and their Teaching Approaches</td>
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<td>RD0003</td>
<td>Collecting and Processing Folkloric Material</td>
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**FOREIGN LANGUAGES**

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<td>ΥΞ0022</td>
<td>English II</td>
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<td>ΥΞ0023</td>
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Course Descriptions*

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

YA0007 - Introduction to Pedagogy

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<th>Faculty of Humanities</th>
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<td>LEVEL OF STUDIES</td>
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INDEPENDENT TEACHING ACTIVITIES: if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

<table>
<thead>
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<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>3</td>
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Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

COURSE TYPE: General background

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 research methods in a specific field and be able to provide examples of approaches for each method
know the significant phases of Pedagogical Science and describe its significant representatives
describe the most important interpretative ‘models’ regarding the phenomenon of education and socialization of students


Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

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

At the cognitive level:
- delineate in a scientific way the scientific field of Pedagogical Science, its relation with individual scientific disciplines and the interdisciplinarity that characterizes its field
- 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 research methods in a specific field and be able to provide examples of approaches for each method
- know the significant phases of Pedagogical Science and describe its significant representatives
- describe the most important interpretative ‘models’ regarding the phenomenon of education and socialization of students
At the level of ability:
- analyze educational situations based on theoretical schemes referring 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 based on theoretical approaches
- reflect and reconstruct the original design based on educational observation

At the level of skill-development:
- experimentally apply basic research methods within a specific field
- create experimental teaching scenarios based on theoretical approaches
- post-criticize translate individual fields of educational scenarios

### General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

| Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management |
| Adapting to new situations | Respect for difference and multiculturalism |
| Decision-making | Respect for the natural environment |
| Working independently | Showing social, professional and ethical responsibility and sensitivity to gender issues |
| Team work | Criticism and self-criticism |
| Working in an international environment | Production of free, creative and inductive thinking |
| Working in an interdisciplinary environment | Others... |
| Production of new research ideas |

The course aim at the following general competences:
- Search, collect, analyze and synthesize pedagogical resources and data
- Presentation and topic support
- Individual work
- Work in groups
- Creative production of digital audio-visual material
- Working in an interdisciplinary environment
- Promoting free, creative, documented, responsible and critical thinking
- Reflection ability

The course introduces in a systematic way the fields and foundational concepts of Pedagogical Science, the basic theories of socialization, the models of education, the pedagogical institutions, the structure and models of their analysis, the epistemological approaches and models of Science, as well as the basic methodological research approaches

Indicatively, some thematic sections are presented below:
- 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, functions and organizational schema of educational structures)
- Theoretical traditions and research tools for understanding the educational field
- Specific and contemporary educational issues (Teachers, Communication, Teaching, Learning Forms)

<table>
<thead>
<tr>
<th>DELIVERY</th>
<th>Face-to-face, Distance learning, etc.</th>
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</thead>
</table>

**USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**

Use of ICT in teaching, laboratory education, communication with students

**DELIVERY**

Face-to-face

**USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**

Yes

For this course, the online Moodle platform is used, on which online texts, digital study sources and work environments are put.

Through this online environment, communication with the students is delivered, updates are posted and work assignments are given.

**TEACHING METHODS**

The manner and methods of teaching are described in detail.

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

**STUDENT PERFORMANCE EVALUATION**

*Activity* | *Semester workload* |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
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<tr>
<td>Elaboration of activities</td>
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<tr>
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<td><strong>Course total</strong></td>
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</table>

The 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 that is considered as a prerequisite for understanding the content of the course and their participation in the final examinations; and b) their participation in the final written examination. More specifically, with regard to the first axis, which assures the expected workload and study of students during the weekly sessions, the following are expected:

- Registration and work within the online environment of the course on Moodle
- Participation in weekly activities which are posted on the online platform of the course
- Completion of the work to be submitted on a subject which is made up of three parts:
  a. Creation of a scientific abstract/summary in accordance with the methodology which is presented by the instructor, for the practice of scientific discourse and the processing of the specific pedagogical subject
  b. Presentation of the subject in plenary session using PowerPoint
  c. Testing of various forms on the pedagogical subject studied
Students submit their work in person in the instructor’s office.
Final written examinations take place in a physical place of the University of the Aegean.

- Suggested bibliography:
  - Course notes provided on instructor’s web page

- Related academic journals:

YB0003 - History and its Didactics

<table>
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<tr>
<th>SCHOOL</th>
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<td>COURSE TITLE</td>
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**INDEPENDENT TEACHING ACTIVITIES**
- If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.

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<td>2 workshops</td>
<td>6</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**COURSE TYPE**
- General background, special background, specialised general knowledge, skills development

**PREREQUISITE COURSES:** None

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:**
- Greek

**IS THE COURSE OFFERED TO ERASMUS STUDENTS:** Yes (but with parallel teaching)

**COURSE WEBSITE (URL)**

**Learning outcomes**
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes
The course is divided in two main topics, each with its own subdivisions: the first topic offers a general overview of modern and contemporary history, whereas the second one offers an introduction to the subjects related with historical education mainly focused, on the Western countries. To be more precise, the course is developed at the level described below, forming two sets of parallel objectives of cognitive, methodological and meta-cognitive context:

1) A panoramic knowledge of the most important events and phenomena of the 19th and 20th century [Greek- European- Global History, e.g. the revolutionary movements in the European continent, the dominant ideologies (conservatism, liberalism, nationalism, socialism, communism), the Revolution of 1821 and the establishment of the modern Greek state, the broadening of the borders of the modern Greek state, an overview of the Greek political system, the era of colonialism, the Balkan Wars, the First World War, the Armenian Genocide, the Destruction of Asia Minor, the era of Fascism and Nazism, the crash of 1929, the era of totalitarianism, the Second World War and the Holocaust, the creation of the U.N., the creation of The European Economic Community and its formation into the European Union, the era of de-colonization, the Cold War, the collapse of the USSR and its “satellites”.

2) A habituation with the epistemology of history and the history of Historiography: two scientific paradigms (positivism and holism-structuralism) and the crisis of paradigm after the cultural and language turn.

3) A habituation with the manifold field of the Didactics of History and the understanding of the main developments that characterize it.

4) A systematic, comparative and critical overview of the following matters: a) forms of historical conscience, b) curricula and standards of historical, pedagogical and teaching validity, c) school books and standards of historical, pedagogical and teaching validity, d) formation of historical thought and conceptual learning, e) learning environments, teaching methods and tools, f) formation of historical skills and evaluation, g) historical culture and Public History.

<table>
<thead>
<tr>
<th>General Competences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Search for, analysis and synthesis of data and information, with the use of the necessary technology</strong></td>
<td><strong>Project planning and management</strong></td>
</tr>
<tr>
<td><strong>Adapting to new situations</strong></td>
<td><strong>Respect for difference and multiculturalism</strong></td>
</tr>
<tr>
<td><strong>Decision-making</strong></td>
<td><strong>Respect for the natural environment</strong></td>
</tr>
<tr>
<td><strong>Working independently</strong></td>
<td><strong>Showing social, professional and ethical responsibility and sensitivity to gender issues</strong></td>
</tr>
<tr>
<td><strong>Team work</strong></td>
<td><strong>Criticism and self-criticism</strong></td>
</tr>
<tr>
<td><strong>Working in an international environment</strong></td>
<td><strong>Production of free, creative and inductive thinking</strong></td>
</tr>
<tr>
<td><strong>Working in an interdisciplinary environment</strong></td>
<td><strong>Others</strong></td>
</tr>
<tr>
<td><strong>Production of new research ideas</strong></td>
<td></td>
</tr>
</tbody>
</table>

1) Personal project.
2) Team project.
3) Initiation to historical research= Research, analysis and composition of data/understanding and functional use of historical terminology.
4) Promotion of free, documented, creational, deductive, critical and responsible knowledge.
5) The understanding of the scientific peculiarity and of the socio-cultural role of History, as well as the understanding of historical continuity and non-continuity, the historical causality, the historical empathy, the historical equality of past and present.

6) The respect for the difference of others and the positive attitude towards the cultural contact.

7) The understanding of both the scientific and ideological function of historical knowledge (identity, morale, conscience, democratic debate, history as a common good and the basis of consolidating the status of the citizen).

8) The skill of following the relevant scientific debate on a European and historical-comparative level.

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**DELIVERY**
- Face-to-face, Distance learning, etc.
- Combined courses, seminars and workshops

**USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**
- Use of ICT in teaching, laboratory education, communication with students
- Selective use of ICT

**TEACHING METHODS**
The manner and methods of teaching are described in detail.

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 lectures: 2 on modern and contemporary history and 6 on the field of History Didactics.</td>
<td>24 hours of lectures by the professor and at least 5 hours of weekly work at home, or library per student</td>
</tr>
<tr>
<td>3 seminar presentations: the first on Greek history, the second on European history and the third on global history.</td>
<td>9 hours of amphitheatre seminar, on a collective level by all students, plus multiple hours of team and personal work by the students.</td>
</tr>
<tr>
<td>2 workshop approaches to organize theme portfolios for indicative courses</td>
<td>6 hours of lectures deriving from the organized collaboration between the professor and the students</td>
</tr>
</tbody>
</table>

Course total 39 hours

**STUDENT PERFORMANCE EVALUATION**
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public

The evaluation of the performance of students will be conducted in combination with the final written or oral exam and their individual personal and team projects (both workshops and seminars) that have been presented during class. During the introduction lecture
presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

We thoroughly discuss the structure and theme subjects of the course, as well as the duties, the organizational methods and the criteria of validity for the projects given, most important of which are: the functional use of historical terminology, the ability of producing cohesive, inclusive, modern and informed historical speech, the depth and range of the bibliographical examination attempted, the quality of the historical culture of students and the composure of an intact and valid historical thought.

- Suggested bibliography:


- Related academic journals:

Mnimon
Ta Istorika
Historein
Nea Pedia
Themata Istorias tis Ekpedesis.

YT0003 - An Introduction to the Basic Concepts and the Fundamentals of Mathematics*

* No content outline.

YT0005 – Introduction to Information and Communication Technologies

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Primary Education Department</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
<td>Graduate</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>YT0005</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>1 (Fall)</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Introduction to Information and Communication Technologies</td>
</tr>
</tbody>
</table>

Independent Teaching Activities

if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

| COURSE TYPE | general ICT background, skills development |
| PREREQUISITE COURSES: | NO |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | GREEK |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS | NO |
| COURSE WEBSITE (URL) | http://www.pre.aegean.gr/course/yg0005_en/ |

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

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

Cognitive level:
- To recognize basic terms and concepts about ICT.
- To describe the basic architecture of computers.
- To describe various aspects of Information Society concept.
- To recognize various software.
- To explain the most important functions of OS and desktop applications.
- To recognize multimedia types.
- To recognize basic functionalities of the Internet.

Skills level:
- To use the most important settings of Windows OS.
- To use basic tools of Microsoft Office.
- To use Internet.

Competences level:
- To better organize their everyday work, study and communication in the academic context, using ICT.

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment

- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking
Production of new research ideas

The course aims to:

- Synthesis of data and information, with the use of the necessary technology
- Working independently.

Syllabus of this course consists of five main themes:

1. Introduction to ICT: history, terms, concepts, computer organization, etc.
2. Information Society
3. Operating System and Desktop Software
4. Introduction to Multimedia
5. Introduction to Internet

DELIVERY

Face-to-face (laboratory or BYOD)

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Use of ICT in teaching, laboratory education, communication with students

YES

Moodle is used to support the lesson during the semester

TEACHING METHODS

The manner and methods of teaching are described in detail.

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
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</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>39</td>
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<tr>
<td>Self-paced study</td>
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</tr>
<tr>
<td>Hands-on-training</td>
<td>40</td>
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<tr>
<td>activities</td>
<td></td>
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<tr>
<td>Project</td>
<td>30</td>
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<tr>
<td>Exams preparation</td>
<td>30</td>
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<tr>
<td>Course total</td>
<td>179</td>
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</table>

STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

- Suggested bibliography:
  - Teachers’ documents, tutorials and scientific articles published to Moodle

YΔ0001 - The Greek Language*

* No content outline.
### YA0003 - Introduction to Clinical Psychology

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities</th>
</tr>
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<tbody>
<tr>
<td>ACADEMIC UNIT</td>
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<td>LEVEL OF STUDIES</td>
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<tr>
<td>SEMESTER</td>
<td>1 (Fall)</td>
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<tr>
<td>COURSE TITLE</td>
<td>FAMILY, SPECIAL EDUCATION AND NEW TECHNOLOGIES</td>
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<table>
<thead>
<tr>
<th>INDEPENDENT TEACHING ACTIVITIES</th>
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</thead>
<tbody>
<tr>
<td>WEEKLY TEACHING HOURS</td>
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<tr>
<td>------------------------</td>
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<tr>
<td>3</td>
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</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

<table>
<thead>
<tr>
<th>COURSE TYPE</th>
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<tbody>
<tr>
<td>General background</td>
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</table>

<table>
<thead>
<tr>
<th>PREREQUISITE COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>LANGUAGE OF INSTRUCTION and EXAMINATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IS THE COURSE OFFERED TO ERASMUS STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE WEBSITE (URL)</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.pre.aegean.gr/course/ya0003/">http://www.pre.aegean.gr/course/ya0003/</a></td>
</tr>
</tbody>
</table>

### Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Students will be introduced to the Clinical psychology field of Knowledge. More specifically, the key learning outcomes of this course are the familiarity with:
- The notions of normality and psychopathology.
- Main approaches to psychopathology.
- Diagnosis according to DSM V.
- Psychopathology of school age children.
- The handling of a child presenting psychopathology in the classroom.
- The handling of the family of the child.

### General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

The general competencies that the degree-holder must acquire are:

- Ability to depict psychopathology
- Ability to handle the child’s problematic behaviour
- Working independently
- Team work
- Working in an interdisciplinary environment
- Respect for difference
- Production of free, creative and inductive thinking

The course is structured round the following modules:

The notion of normality and psychopathology. The main diagnostic categories according to the DSM V are presented. More specifically:

1. A historical account of mental illness
2. Main current approaches to psychopathology
3. The psychodynamic approach
4. The systemic approach
5. The cognitive approach
6. Attachment theory
7. Psychoses, neuroses, personality disorders
8. Disorders of childhood
9. The dependent child
10. School phobia
11. Depression in childhood

DELIVERY

Face-to-face, Distance learning, etc.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Use of ICT in teaching, laboratory education, communication with students

TEACHING METHODS

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>39</td>
</tr>
<tr>
<td>Study</td>
<td>60</td>
</tr>
<tr>
<td>Study and analysis of bibliography</td>
<td>21</td>
</tr>
<tr>
<td>Essay writing</td>
<td>60</td>
</tr>
<tr>
<td>Course total</td>
<td>180</td>
</tr>
</tbody>
</table>
### Suggested bibliography:
- Lecturer's university notes

### Related academic journals:

### Ya0005 - School Pedagogy

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
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<td>COURSE CODE</td>
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<tr>
<td>SEMESTER</td>
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<tr>
<td>COURSE TITLE</td>
<td>School Pedagogy</td>
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</tbody>
</table>

**Independent Teaching Activities**

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**Course Type**
- General background

**Prerequisite Courses:**
- No

The evaluation of the course is taking place in Greek. Students take a written exam. They have to answer open ended questions.

Evaluation criteria are given, and are explained to students from the beginning of the semester.
Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The course’s objective is to acquire knowledge, skills and abilities in regard to the basic dimensions of the school’s reality, such as: school organization, social and organizational operating framework of the classroom, pedagogical issues relating to education-learning, efficient function of the school unit and classroom, preventing and dealing with issues arising within the school, promotion and expansion of knowledge and developing mental, social and ethical independence of students.

In regard to acquired knowledge, upon successful completion of the course, students should be able to:

Identify the environment of the school unit and classroom, their structures, purposes and basic functions.
Comprehend the educators and student’s role within the school community.
Locate the school’s place within the local community as well as its relationship with its wider environment.
Distinguish the influences and the pedagogical admissions which establish the different approaches regarding the function of both the school unit and classroom.

Upon completing the course, the following skills should have been acquired by the students:
Investigating and analyzing pedagogical characteristics relating to structure, goals, function and basic components of the school unit.
Analyzing and interpreting the school’s position within the local community, as well as its relations with its environment.
Supporting their views and theories on substantiated scientific opinions.
Supporting and highlighting the necessity of an open to all democratic school.

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology Project planning and management
Adapting to new situations Respect for difference and multiculturalism
Decision-making Respect for the natural environment
Working independently Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work Criticism and self-criticism
Working in an international environment Production of free, creative and inductive thinking
Working in an interdisciplinary environment Others...
Production of new research ideas
In addition, upon completing the course, students should have acquired the following competences:

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Working independently
- Team work
- Production of new research ideas
- Self-assessment and reflection
- Production of free, creative and inductive thinking

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).

<table>
<thead>
<tr>
<th>DELIVERY</th>
<th>Face to face, Distance learning through Moodle</th>
</tr>
</thead>
<tbody>
<tr>
<td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td>
<td>Use of ICT in teaching, laboratory education, communication with students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHING METHODS</th>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>The manner and methods of teaching are described in detail.</td>
<td>Lectures</td>
<td>9</td>
</tr>
<tr>
<td>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational</td>
<td>Experiential seminars</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Laboratory exercise</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Independent study: Group papers</td>
<td>25</td>
</tr>
</tbody>
</table>
Independent work: Study and analysis of bibliography | 10
Independent work: Paper undertaking | 20
Independent work: Planning and developing original educational material | 26
Independent study: Preparation for the written or oral exam | 60
Course total | 180

STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Final evaluation of students arises from: a. their participation in a written or oral exam, b. undertaking personal or group papers, c. undertaking two personal or group papers, one of which should include planning, developing and presenting original educational material and the other one should focus on analyzing a subject relevant with the basic aspects of the school unit’s and classrooms function, especially the main contributors in the educational process and their relationship.

Suggested bibliography:

Course bibliography (Eudoxus)


Teachers e-notes at Moodle.

Additional bibliography for study

Αγγελάκος, Κ. (επιμ.). (2010.) Συλλογικό έργο. Πρόσωπα, ιδέες και θέματα στις επιστήμες της αγωγής. Αθήνα: Κέδρος.


- Related academic journals:


Παιδαγωγική Επιθεώρηση: [http://www.pee.gr/?page_id=71](http://www.pee.gr/?page_id=71)


Educational Researcher: [http://journals.sagepub.com/home/edr](http://journals.sagepub.com/home/edr)


Policy Futures in Education: [journals.sagepub.com/home/pfe](http://journals.sagepub.com/home/pfe)

Practical Assessment, Research & Evaluation: [http://pareonline.net/Articles.htm](http://pareonline.net/Articles.htm)

Teacher Development [http://www.tandfonline.com/toc/rtde20/current](http://www.tandfonline.com/toc/rtde20/current)

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YB0002 - Cultural History

<table>
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<td>ACADEMIC UNIT</td>
<td>Dept. of Primary Education</td>
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<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
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<tr>
<td>COURSE CODE</td>
<td>YB0002</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Cultural History</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>2 (Spring)</td>
</tr>
</tbody>
</table>

**INDEPENDENT TEACHING ACTIVITIES**

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

*Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).*

**COURSE TYPE**

General background, special background, specialised general knowledge, skills development

**PREREQUISITE COURSES:**

No

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:**

Greek

**IS THE COURSE OFFERED TO ERASMUS STUDENTS:**

Yes

**COURSE WEBSITE (URL)**


**Learning outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
After successful completion of the course the students will be able to:

**Knowledge level:**
- Become familiar with the notion of culture.
- Get to know basic elements of the history of culture.
- Become familiar with modernist currents as well as artists.
- Develop new concepts and considerations.

**Skills level:**
- Reconstructing the problems of social and human sciences on technology and human relationships with it, art, society and culture.
- To highlight the current issues, given the revolution of the new technology, the digital age.

**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Others...

- 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.

The contents of the course are as follows:

1. Introduction to culture
2. The concept of culture
3. The World Culture I.
4. World Culture II
5. Aesthetic and cultural theories
6. The history of art
7. The currents of modernism
8. The Ideological Current of Modernism
9. The artistic trend of modernism
10. The Aesthetic Current of Modernism
11. The cultural trend of modernity
12. Emphasis on modern artists
13. Emphasis on works by modern artists
DELIVERY

Face-to-face, Distance learning, etc.

Face-to-face

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Use of ICT in teaching, laboratory education, communication with students

YES

Use of ICT in final evaluation.

TEACHING METHODS

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>39</td>
</tr>
<tr>
<td>Studing of suggested bibliography</td>
<td>40</td>
</tr>
<tr>
<td>Self-studing</td>
<td>40</td>
</tr>
<tr>
<td>Preparing sort work</td>
<td>20</td>
</tr>
<tr>
<td>Creating virtual museum</td>
<td>30</td>
</tr>
<tr>
<td>Presentation of work</td>
<td>10</td>
</tr>
<tr>
<td>Course total</td>
<td>179</td>
</tr>
</tbody>
</table>

STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

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.

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.

- Suggested bibliography:

  V. Fioravantes, To New Anthropology, Armos, 2012
  V. Fioravantes, Critical Theory of Modern Art, Epikentro, 2011
  V. Fioravantes, Social Theory and Aesthetics, Armos, 1999
  V. Fioravantes, Towards After-globalization, Ziti, 2015
  V. Fioravantes, New Anthropology and Modern Art, Ziti, 2014
  V. Fioravantes, Review of Art - Criticism of Society, Nisides, 2011
  V. Fioravantes, Art, Culture, Globalization, Papazisis, 2005
  V. Fioravantes, Cultural Theory II, Armos, 2004

YF0001 - Science Education in Primary Schools

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
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<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
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<tr>
<td>COURSE CODE</td>
<td>YF0001</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>2 (Spring)</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Science Education in Primary Schools</td>
</tr>
</tbody>
</table>
### INDEPENDENT TEACHING ACTIVITIES

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

<table>
<thead>
<tr>
<th>COURSE TYPE</th>
<th>General background. Skills development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREREQUISITE COURSES:</td>
<td>No</td>
</tr>
<tr>
<td>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</td>
<td>Greek</td>
</tr>
<tr>
<td>IS THE COURSE OFFERED TO ERASMUS STUDENTS</td>
<td>Yes</td>
</tr>
<tr>
<td>COURSE WEBSITE (URL)</td>
<td><a href="http://www.pre.aegean.gr/lab-fe/subjects.html">http://www.pre.aegean.gr/lab-fe/subjects.html</a></td>
</tr>
</tbody>
</table>

### Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

(a) 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.

(b) 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.

(c) This course focuses upon behaviourist, constructivist, and social learning theories with a particular emphasis upon instructional implications in science education. Specific instructional strategies emerging from these theories are covered.

### General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information
- Project planning and management
- Decision-making
- Respect for difference and multiculturalism
- Adapting to new situations
- Respect for the natural environment
- Decision-making
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Team work
- Criticism and self-criticism
- Working in an international environment
- Production of free, creative and inductive thinking
- Working in an interdisciplinary environment
- Production of new research ideas
- Others...

- Search for, analysis and synthesis of data and information
- Decision-making
- Working independently
- Team work
- Respect for the natural environment
• Criticism and self-criticism
• Production of free, creative and inductive thinking

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:
(a) instructional theories in teaching-learning process;
(b) theoretical aspects of teaching-learning process as supported by research findings, in reference to science education;
(c) subject oriented teaching methods and strategies in science education,
(d) teaching and learning processes in the subject area at primary school level (using analogies, experiments, cognitive conflict, concept mapping);
(e) micro-teaching practice and evaluation of instruction.

DELIVERY
Face-to-face, Distance learning, etc.

USE OF INFORMATION AND
COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students

TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures, Seminars</td>
<td>39</td>
</tr>
<tr>
<td>Hours of non-directed study</td>
<td>110</td>
</tr>
<tr>
<td>Course total</td>
<td>149</td>
</tr>
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</table>

STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Written Exams.
Open-ended questions.

- Suggested bibliography:

- Related academic journals:
   International Journal of Science Education
   Science Education
   Journal of Research in Science Teaching
   Research in Science Education
   Journal of Science Education and Technology
   Science & Education
   The Electronic Journal of Science Education
   Eurasia Journal of Mathematics, Science and Technology Education
   International Journal of Environmental & Science Education
   International Journal of Math and Science Education
   Studies in Science Education

### YΔ0007 - Modern Greek literature-Modern Greek literature of Cyprus: 19th-20th century

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
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<tr>
<td>COURSE CODE</td>
<td>YΔ0007</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>2 (Spring)</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Modern greek literature-Modern greek literature of Cyprus (19th-20th century)</td>
</tr>
</tbody>
</table>

**Independent Teaching Activities**
- If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

<table>
<thead>
<tr>
<th>COURSE TYPE</th>
<th>General background</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>general background, special background, specialised general knowledge, skills development</td>
</tr>
</tbody>
</table>

**Prerequisite courses:** No

**Language of instruction and examinations:** Greek

**Is the course offered to Erasmus students:** Yes
### Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

### General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>39</td>
</tr>
<tr>
<td>Study and analysis of bibliography</td>
<td>81</td>
</tr>
</tbody>
</table>

### 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.

### Delivered by:面-to-face

Face-to-face, Distance learning, etc.

### Use of Information and Communications Technology

Use of ICT in teaching, laboratory education, communication with students

Yes

In communication with students

### Teaching Methods

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art

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 social context. Each semester, a guest speaker presents a lecture.
workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

| Course total | 120 |

| STUDENT PERFORMANCE EVALUATION |
| Description of the evaluation procedure |
| Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other |

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

| Oral examination |
| Short-answer questions |

- Suggested bibliography:
  
  
  Ζήρας, Α. (2010). Όψεις της κυπριακής πεζόγραφιας. Αθήνα: Αίτπεια
  
  
  
  
  
  
  
  
  Πολλαρντς, Θ. (2011). Μελέτημα για την κυπριακή λογοτεχνία. Αθήνα: Αίτπεια
  
  
  Χριστοδουλίδου Λουίζα, «Τεχνικές υπονόμευσης της βρετανικής αποκοσμοτατίας και του επιπτωτισμού στον Βαρνάβα Καλοστέφανο του Γιώργου Σεφέρη», Ιώς (Ειδικό αφιέρωμα σε θέματα Λογοτεχνίας), τμ. 2, τ. 3, Αθήνα, Κ.Ε.ΕΠ.ΕΚ. (Κέντρο Έρευνας Επιστήμης και Εκπαίδευσης), 2013, 147-160.

- Related academic journals:

| SCHOOL | School of Humanities |
| ACADEMIC UNIT | Department of Primary Education |
| LEVEL OF STUDIES | Undergraduate |

YA0006 -Introduction to Special Education
COURSE CODE: YA0006  
SEMESTER: 3 (Fall)

**COURSE TITLE:** Introduction to special education

**INDEPENDENT TEACHING ACTIVITIES**  
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**COURSE TYPE:** General background, special background, specialised general knowledge, skills development

**PREREQUISITE COURSES:** No

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:** Greek

**IS THE COURSE OFFERED TO ERASMUS STUDENTS:** Yes (in English)

**COURSE WEBSITE (URL):** [http://www.pre.aegean.gr/course/ya0006/](http://www.pre.aegean.gr/course/ya0006/)

**Learning outcomes**  
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Students will learn about special education, and especially they will:

- be familiar with basic concepts such as: special education, disability, integration, inclusive education
- enhance the concept and the philosophy of special education
- study the classification of special educational needs
- study the institutional and legislative organization of special education.
- be informed about special education in Greece and in other countries
- be trained in basic educational and support programs for school children with special educational needs
- be informed about the curriculum and the role of the special educator
- learn the concept of an Individual Educational Program (IEP) and they will see examples of the design and the implementation of such programs for pupils with special educational needs
- learn the importance of support grids in special education

**General Competences**  
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

| Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management |
| Decision-making | Showing social, professional and ethical responsibility and |
| Working independently | Sensitivity to gender issues |
| Team work | Criticism and self-criticism |
| Working in an international environment | Production of free, creative and inductive thinking |
| Working in an interdisciplinary environment | Others... |
| Production of new research ideas | Others... |
The general competencies that the degree-holder must acquire are:

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Respect for difference
- Criticism and self-criticism
- Production of free, creative and inductive thinking

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.

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.

### DELIVERY

Face-to-face, Distance learning, etc.

Face-to-face and distance learning through Moodle

### USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Use of ICT in teaching, laboratory education, communication with students

### TEACHING METHODS

The manner and methods of teaching are described in detail.

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

### STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-

The evaluation of the course is based on

- Written exams: multiple choice, true – false, critical thinking and development
- Optional prosthetic essays (grades: 0 to 3, in a 10 point scale), during the lectures
**YB0005 - The Sociology of Religion**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Faculty of Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Pedagogical Department of Primary Education</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>YB0005</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>3 (Fall)</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Sociology of Religion</td>
</tr>
</tbody>
</table>

### INDEPENDENT TEACHING ACTIVITIES

- Lecturer’s university notes posted on Moodle.

### Related academic journals:

- The Journal of Special Education, [http://journals.sagepub.com/home/sed](http://journals.sagepub.com/home/sed)
- Journal of Special Education Research, [https://www.jstage.jst.go.jp/browse/specialeducation/](https://www.jstage.jst.go.jp/browse/specialeducation/)

### LANGUAGE OF INSTRUCTION and EXAMINATIONS:

- Greece
- No

### COURSE WEBSITE (URL):

[https://eclass.aegean.gr/courses/TPDE103/](https://eclass.aegean.gr/courses/TPDE103/)
Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
• Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
• Guidelines for writing Learning Outcomes

In terms of knowledge, students will be able to:
• Describe the basic features of the Sociology of Religion
• Understand the ways in which religions operate
• Study elements related to the structure and organization of religions in relation to wider social environments
• Make use of the study of religions in educational action

In terms of skills and handling, students will be trained in:
• The methodological investigation of the diversity of the religious phenomenon.
• Understanding Religions as Cultural Forms.
• Familiarization of Candidate Teachers with Religious Pluralism.
• The Social Inclusion of Religious Diversity.
• Avoiding religious fanaticism.

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
Others...

• The course aims to gain the understanding of religion in modern society.
• The course attempts to highlight the necessity of studying religions in an interdisciplinary environment.
• The course seeks to act as a starting point for studying religion through critical thinking.

The contents of the course are as follows:
1. Sociology as a Social Science
2. Sociology and Social Theory
3. Religion and Society
4. The Sociological Exploration of Religion
5. Religion and Meaning
6. Religion and Religiosity
7. Religions of the World: Hinduism
8. Religions of the World: Buddhism
9. Religions of the World: Judaism
10. Religions of the World: Christianity
11. Religions of the World: Islam

<table>
<thead>
<tr>
<th>DELIVERY</th>
<th>Face to face, Distance learning, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td>
<td>Use of ICT in teaching, laboratory education, communication with students</td>
</tr>
<tr>
<td>DELIVERY</td>
<td>Face to face</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHING METHODS</th>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>40</td>
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<tr>
<td>study and analysis of bibliography</td>
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<tr>
<td>essay writing</td>
<td>40</td>
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| STAND TOTAL | 100 |

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<thead>
<tr>
<th>STUDENT PERFORMANCE EVALUATION</th>
<th>oral examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the evaluation procedure</td>
<td>oral examination</td>
</tr>
<tr>
<td>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</td>
<td>oral examination</td>
</tr>
<tr>
<td>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td>
<td>oral examination</td>
</tr>
</tbody>
</table>

- Suggested bibliography:
  - Καραμούζης, Π. Κριτική Φιλοσοφία της Θρησκείας. Θρησκευτικός αυταρχισμός και ανθρώπινη Ελευθερία στο έργο του Έριχ Φρόμ, Εκδόσεις Επέκταση 2005.
  - Παπαρίζος, Α. Η Κοινωνία των Αμαρτωλών, Εκδόσεις Παπαζήση 2014.
  - Pascal Boyer, Και ο άνθρωπος έπλασε τους Θεούς, Βάνιας 2008
  - Παπαγεωργίου Νίκη, Οι μεταμορφώσεις του Ιερού, Πουρναράς 2005.

- Related academic journals:
  - Η Ευρώπη αντιμέτωπη με το φαινόμενο του ρατσισμού, Κίνηση Πολιτών κατά του ρατσισμού, εκδ. Παρασκήνιο, Αθήνα 1995.
  - ΧΑΝΤΙΓΚΤΟΝ Π. Σ., Η σύγκρουση των πολιτισμών και ο ανασχηματισμός της παγκόσμιας τάξης, μετρ. Σ. Ριζοθανάση, εκδ. Τερζόπουλου, Αθήνα 1998..
YB0007 - Educational Policies

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities, University of the Aegean</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>YB0007</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>3rd</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Educational Policy</td>
</tr>
</tbody>
</table>

INDEPENDENT TEACHING ACTIVITIES

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 lectures</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

COURSE TYPE

- general background
- special background
- specialised general knowledge
- skills development

A. General background regarding the understanding of the process of emergence and development of educational systems.
B. Special background regarding the understanding of “Policy” and other concepts related to the planning and application of policies in national and international level.
C. Specialised general knowledge regarding the understanding of the institutions and the function of the EU and other international organisations with educational purview (direct or indirect).

PREREQUISITE COURSES:
None

LANGUAGE OF INSTRUCTION and EXAMINATIONS:
Greek

IS THE COURSE OFFERED TO ERASMUS STUDENTS:
YES (although with parallel lectures)

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The course is divided into two significant time periods with particular subdivisions:
The first period constitutes an overview and analysis of the process of emergence, development and gradual convergence of the educational systems in the framework of the acquisition of the educational purview from the nation-states (18th, 19th and the first half of the 20th century).
The second period examines the articulation of the theory of human capital, the increasing connection of the education with economy and development as well as the evolution of educational policies in the framework of transnational unions (with particular focus on the European Union) and of international organisations.

Basic countries examined are those that constituted the most significant educational
paradigms, mainly in the western world: Prussia, France, Great Britain and the United States. Nonetheless, different paradigms of countries are also examined vis-à-vis their influential educational policies that are successfully applied. Indicatively: Scandinavian countries and Eastern Asian countries.

More specifically, the course is deployed on the following levels:

1. Analysis and understanding of the concepts of education, educational system and policy. In conclusion, understanding of the concept of Educational Policy.
2. Understanding of the form of educational processes from the 6th century AD and the institutions that assume the educational activity.
3. Understanding of the change of educational organisation and the development of national educational systems (18th – 19th century). Examination of the political, economic and social causes that contributed in that change.
4. Familiarisation with paradigmatic cases: Prussia and German speaking world, France, Great Britain, United States.
5. Comparative and critical understanding of the processes of mutual observation and of evolution of converging tendency in the educational systems (19th and 20th centuries).
6. Understanding of the period of national organisations and transnational unions. Familiarisation with the ways of their political, economic and social functioning.
7. Examination of the causes that constitute education a sector of increased economic and political interest in the globalised conditions of the 20th and 21st century.
8. Understanding of the current global educational reality through the international organisations and the policies designed.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Others...

1) Working independently
2) Team work
3) Respect for difference and training on the comparative examination
4) Criticism and self-criticism
5) Production of free, creative and inductive thinking
6) Support of the ability for factual narration
7) Support of the explanatory ability

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 continue taking such multiple forms, that will render it 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, 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.

| DELIVERY |
| Face-to-face, Distance learning, etc. |
| Combination of lectures, seminars and team cooperative activities |

| USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY |
| Use of ICT in teaching, laboratory education, communication with students |
| Optional use of ICT |

| TEACHING METHODS |
| The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. |
| The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS |

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 lectures</td>
<td>24 hours of lectures and at least 5 hours of weekly preparation in the library or at home per student</td>
</tr>
<tr>
<td>3 seminar presentations</td>
<td>9 hours of seminar presentation at the lecture hall and at least 5 hours of weekly preparation in the library or at home per student</td>
</tr>
<tr>
<td>2 team cooperative activities</td>
<td>6 course hours based on systematic cooperation between the tutor and teams of students</td>
</tr>
</tbody>
</table>

| Course total | 39 hours (semester teaching) |

| STUDENT PERFORMANCE EVALUATION |
| Description of the evaluation procedure |
| The evaluation of the students combines the final written examination and (optional) individual or
Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

cooporative essays. In the introductory meeting will be discussed the structure and the themes of the course, as well as the duties, the organisational methodology and the eligibility criteria of the essays, the most important of which are the functional use of terminology, the capacity of articulating consistent, comprehensive, contemporary and informed text, the wideness and the depth of the bibliographical review employed.

<table>
<thead>
<tr>
<th>- Suggested bibliography:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andy Green, Εκπαίδευση και Συγκρότηση του Κράτους. Η ανάδυση των εκπαιδευτικών συστημάτων σε Αγγλία, Γαλλία και ΗΠΑ, Μετάφραση-Επιμέλεια: Π.Γ.Κιμουρτζής – Γλ. Μανιώτη, Gutenberg, Αθήνα: 2010</td>
</tr>
<tr>
<td>Γιώργος Σταμέλος, Εκπαιδευτική Πολιτική, Διόνικος, Αθήνα 2009</td>
</tr>
<tr>
<td>Andrew Heyddowod, Εισαγωγή στην Πολιτική, Μετάφραση: Γιώργος Καράμπελας, Εκδόσεις Πόλις, Αθήνα: 2006</td>
</tr>
<tr>
<td>Δ.Γ. Τσαούσης, Η Εκπαιδευτική Πολιτική των Διεθνών Οργανισμών. Παγκόσμιες και Ευρωπαϊκές διαστάσεις, Gutenberg, Αθήνα: 2007.</td>
</tr>
</tbody>
</table>

- Related academic journals:

  Academia. Publication of Higher Education Policy Network
  Θέματα Ιστορίας της Εκπαίδευσης
  Διεθνής και Ευρωπαϊκή Πολιτική
  Επιθεώρηση Πολιτικής Επιστήμης
  British Educational Research Journal
  Review of Education
YF0006 - A Theoretical Framework for Environmental Education

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Pedagogical Department of Primary Education</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
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<td>COURSE CODE</td>
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</tr>
<tr>
<td>SEMESTER</td>
<td>3 (Fall)</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>A theoretical framework for Environmental and Sustainability Education</td>
</tr>
</tbody>
</table>

INDEPENDENT TEACHING ACTIVITIES
if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

COURSE TYPE
General background

PREREQUISITE COURSES: NO

LANGUAGE OF INSTRUCTION and EXAMINATIONS: GREEK

IS THE COURSE OFFERED TO ERASMUS STUDENTS: YES

COURSE WEBSITE (URL)

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Learning objectives:

Knowledge:
Upon completion of the course students:
- have comprehended the fundamental concepts that define environmental and sustainability education
- have clarified the general objectives of environmental and sustainability education
- got acquainted with the principles that should rule every environmental and sustainability education activity or project
- are informed about the different models of integration of environmental and sustainability education into the curriculum
- became acquainted with the principles of a sustainable school
- are aware that environmental and sustainability 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 and
sustainability education activities and projects
  o will be able to set objectives that cover the whole spectrum of environmental and sustainability education goals
  o can integrate the environmental and sustainability education principles in the planning of their educational action
  o will have the capacity to choose the appropriate model for inserting environmental and sustainability education in the educational process
  o will be able to contribute in the development of the sustainable school.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

| Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management |
| Adapting to new situations | Respect for difference and multiculturalism |
| Decision-making | Respect for the natural environment |
| Working independently | Showing social, professional and ethical responsibility and sensitivity to gender issues |
| Team work | Criticism and self-criticism |
| Working in an international environment | Production of free, creative and inductive thinking |
| Working in an interdisciplinary environment | …… |
| Production of new research ideas | Others… |

The course aims at the following competences:

Working independently and team work
Working in an interdisciplinary environment
Respect for the natural environment
Respect for difference and multiculturalism
Development of critical and system thinking
Production of free, creative and inductive thinking

(1) SYLLABUS

(1) Conceptualization of environment
(2) Clarification of the concepts ‘ecology’ and ‘environmental issue’ and analysis of the interdisciplinary nature of environmental problems
(3) Conceptualization of sustainable development
(4) Analysis of the pedagogical objectives of environmental and sustainability education
(5) Historical approach of environmental and sustainability education – preceding educational movements
(6) Clarification of the relation between environmental education and education for sustainable development
(7) Discussion on the different models of integration of environmental and sustainability education into the educational system
(8) Presentation of sustainable school
(9) Analysis of the principles of environmental and sustainability education – system thinking
(10) Analysis of the principles of environmental and sustainability education – critical thinking
(11) Analysis of the principles of environmental and sustainability education – citizenship
(12) The institutional framework of environmental and sustainability education in Greece.
DELIVERY
Face-to-face, Distance learning, etc.

Face to face

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students

Use of films and documentaries
Communication with students through the platform Moodle

TEACHING METHODS
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>20</td>
</tr>
<tr>
<td>Workshops</td>
<td>19</td>
</tr>
<tr>
<td>Essay writing</td>
<td>51</td>
</tr>
<tr>
<td>Study and analysis of bibliography</td>
<td>90</td>
</tr>
<tr>
<td>Course total</td>
<td>180</td>
</tr>
</tbody>
</table>

STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

The evaluation procedure is the following:

- Written examination (70/100)
- Presentation of an article published in an international journal (30/100)

- Suggested bibliography:

- Related academic journals:
  - Environmental Education Research
  - Journal of Environmental Education
  - Canadian Journal of Environmental Education
  - Journal of Education for Sustainable Development

YΔ0009 - Introduction into Literacy

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>YΔ0009</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>3 (Fall)</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Introduction into Literacy</td>
</tr>
</tbody>
</table>

INDEPENDENT TEACHING ACTIVITIES

if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. if the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

<table>
<thead>
<tr>
<th>COURSE TYPE</th>
<th>General background</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREREQUISITE COURSES:</td>
<td>No</td>
</tr>
<tr>
<td>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</td>
<td>Greek</td>
</tr>
<tr>
<td>IS THE COURSE OFFERED TO ERASMUS STUDENTS:</td>
<td>Yes</td>
</tr>
<tr>
<td>COURSE WEBSITE (URL):</td>
<td><a href="http://www.pre.aegean.gr/course/yd0009_en/">http://www.pre.aegean.gr/course/yd0009_en/</a></td>
</tr>
</tbody>
</table>

### Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

### 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.

### General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

| Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management |
| Adapting to new situations | Respect for difference and multiculturalism |
| Decision-making | Respect for the natural environment |
| Working independently | Showing social, professional and ethical responsibility and sensitivity to gender issues |
| Team work | Criticism and self-criticism |
| Working in an international environment | Production of free, creative and inductive thinking |
| Working in an interdisciplinary environment | Others... |
| Production of new research ideas | ...... |

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
### Working in an interdisciplinary environment
- Production of new research ideas
- Respect for difference and multiculturalism
- Decision-making
- Working independently
- Team work
- Criticism and self-criticism

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.

<table>
<thead>
<tr>
<th>DELIVERY</th>
<th>Face-to-face, Distance learning, etc.</th>
<th>Face-to-face, Distance learning (use of moodle)</th>
</tr>
</thead>
</table>

### USE OF INFORMATION AND COMMUNICATION TECHNOLOGY
- Use of ICT in teaching, laboratory education, communication with students

Yes
- In communication with students,
- Use of ICT in teaching (moodle)

### TEACHING METHODS
The manner and methods of teaching are described in detail.
- Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-direccted study according to the principles of the ECTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures (Lectures with power point demonstration, discussion, examples from different contexts, students’ personal experiences)</td>
<td>81 or 120</td>
</tr>
<tr>
<td>Involvement in literacy supporting activities for Roma children and adults (alternative testing)</td>
<td>39</td>
</tr>
</tbody>
</table>

| Course total | 120 |

### STUDENT PERFORMANCE EVALUATION
- Description of the evaluation procedure
- Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other
- Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

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
a) Basic Textbooks:

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

b) Additional References:

- ΒΑΜΒΟΥΚΑΣ, Μ. (2008). Η Κατανόηση Κειμένων – Μοντέλα και Παράγοντες Κατανόησης. Σκέψη Σύγχρονη Κοινωνία, Εκπαίδευση & Ψυχική Υγεία, 1, 7-19

YA0011 - Introduction to Cognitive Psychology

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities</th>
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</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
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<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
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<td>COURSE CODE</td>
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<td>SEMESTER</td>
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<td>COURSE TITLE</td>
<td>Introduction to Cognitive Psychology</td>
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</table>

<table>
<thead>
<tr>
<th>INDEPENDENT TEACHING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</td>
</tr>
<tr>
<td>WEEKLY TEACHING HOURS</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

<table>
<thead>
<tr>
<th>COURSE TYPE</th>
<th>General background</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREREQUISITE COURSES:</td>
<td>No</td>
</tr>
<tr>
<td>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</td>
<td>Greek</td>
</tr>
</tbody>
</table>
IS THE COURSE OFFERED TO ERASMUS STUDENTS | Yes
---|---
COURSE WEBSITE (URL) | http://www.pre.aegean.gr/course/ya0011_en/

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing 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.

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Project planning and management
- Adapting to new situations
- Respect for the natural environment
- Decision-making
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Working independently
- Criticism and self-criticism
- Team work
- Production of free, creative and inductive thinking
- Working in an international environment
- Production of free, creative and inductive thinking
- Working in an interdisciplinary environment
- Others...

The general competencies that the degree-holder must acquire are:
- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Working independently
- Team work
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

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 analyzed. Finally, the experimental research methods of Cognitive Psychology as well as the principles of research ethics, are discussed.
DELIVERY
Face-to-face, Distance learning, etc.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students

TEACHING METHODS
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

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

- Suggested bibliography:
  a) Textbooks:
    Ρούσσος, Π. Λ. (2012). Γνωστική ψυχολογία: Οι βασικές γνωστικές διεργασίες. Αθήνα: ΤΟΠΟΣ.
  b) Additional references:

- Related academic journals:

---

YΓ0008 - Technological and Didactical Innovations: Virtual Reality

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
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<td>LEVEL OF STUDIES</td>
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<td>COURSE CODE</td>
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<td>COURSE TITLE</td>
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<table>
<thead>
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<th>INDEPENDENT TEACHING ACTIVITIES</th>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>if credits are awarded for separate components of the course, e.g.</td>
<td></td>
<td></td>
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</tbody>
</table>
lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

3  6

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

<table>
<thead>
<tr>
<th>COURSE TYPE</th>
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<tr>
<td>PREREQUISITE COURSES:</td>
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<tr>
<td>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</td>
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<td>IS THE COURSE OFFERED TO ERASMUS STUDENTS</td>
<td>Yes</td>
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<tr>
<td>COURSE WEBSITE (URL)</td>
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</table>

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

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

In terms of knowledge:
1. To learn about the cutting-edge technologies and their capabilities in supporting the learning process.
2. The categories and the wide range of 3D applications.
3. The software used for developing 3D applications.

In terms of their skills:
1. To identify hardware and software problems that must be solved when developing 3D applications (as opposed to the less demanding multimedia applications).
2. To identify the critical points that relate to the development of virtual environments and their use by students.

In terms of their competences:
1. To implement the steps required for the development of a 3D application (from concept to implementation).

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

| Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management |
| Adapting to new situations | Respect for difference and multiculturalism |
| Decision-making | Respect for the natural environment |
| Working independently | Showing social, professional and ethical responsibility and sensitivity to gender issues |
| Team work | Criticism and self-criticism |
| Working in an international environment | Production of free, creative and inductive thinking |
| Working in an interdisciplinary environment | |
Production of new research ideas

The course aims at the following general competences:

- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an interdisciplinary environment
- Production of new research ideas

(2) SYLLABUS

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.

<table>
<thead>
<tr>
<th>DELIVERY</th>
<th>Face-to-face using PCs and/or laptops</th>
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<table>
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<tr>
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<tbody>
<tr>
<td>Use of ICT in teaching, laboratory education, communication with students</td>
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<tr>
<td>Yes</td>
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<td>ICT is the subject of the course</td>
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<table>
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<th>TEACHING METHODS</th>
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<td>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</td>
</tr>
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<td>The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td>
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<td>Lab exercises</td>
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<td>Independent study</td>
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<td>Application development</td>
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<table>
<thead>
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<th>STUDENT PERFORMANCE EVALUATION</th>
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<tbody>
<tr>
<td>Description of the evaluation procedure</td>
</tr>
<tr>
<td>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-</td>
</tr>
<tr>
<td>Lab exercises during the course of the semester.</td>
</tr>
</tbody>
</table>
ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Final exam. Students have to design and develop an application, using the software tools provided during the course. The application must have an 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.

- Suggested bibliography:

- Related academic journals:
  Computers and Education
  International Journal of Game-Based Learning
  Education and Information Technologies
  Australasian Journal of Educational Technology
  Journal of Educational Technology & Society

YΔ0004 - Folklore: Introduction to Folkloristics

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<tr>
<th>SCHOOL</th>
<th>Humanities</th>
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</thead>
<tbody>
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<td>ACADEMIC UNIT</td>
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<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
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<tr>
<td>COURSE CODE</td>
<td>YΔ0004</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>4 (Spring)</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Folklore: Introduction to Folkloristics</td>
</tr>
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</table>

INDEPENDENT TEACHING ACTIVITIES
if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
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<tr>
<td>3</td>
<td>6</td>
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Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

<table>
<thead>
<tr>
<th>COURSE TYPE</th>
<th>General background</th>
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<tr>
<td>PREREQUISITE COURSES:</td>
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<tr>
<td>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</td>
<td>Greek</td>
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<tr>
<td>IS THE COURSE OFFERED TO ERASMUS STUDENTS:</td>
<td>Yes</td>
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<tr>
<td>COURSE WEBSITE (URL)</td>
<td><a href="http://www.pre.aegean.gr/course/ya0011_en/">http://www.pre.aegean.gr/course/ya0011_en/</a></td>
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</tbody>
</table>

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
On a cognitive basis, 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.

**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

| Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management |
| Adapting to new situations | Respect for difference and multiculturalism |
| Decision-making | Showing social, professional and ethical responsibility and sensitivity to gender issues |
| Working independently | |
| Team work | Criticism and self-criticism |
| Working in an international environment | Production of free, creative and inductive thinking |
| Working in an interdisciplinary environment | Others... |
| Production of new research ideas | |

General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues

The initial reasons for folkloristic 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

<table>
<thead>
<tr>
<th>DELIVERY</th>
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<tbody>
<tr>
<td>Face-to-face, Distance learning, etc.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</th>
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</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>39</td>
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<tr>
<td>Study and analysis of bibliography</td>
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<td>Course total</td>
<td>120</td>
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<table>
<thead>
<tr>
<th>STUDENT PERFORMANCE EVALUATION</th>
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</thead>
<tbody>
<tr>
<td>Oral examination</td>
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</table>
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other.

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Short-answer questions
Open-ended questions

- Suggested bibliography:

Μ. Γ. Μερακλής, Ελληνική Λαογραφία, εκδ. Ινστιτούτο του βιβλίου – Α. Καρδαμίτσα, Αθήνα 2011
Μανόλης Γ. Βαρμπούνης - Μανόλης Γ. Σέργης (διεύθυνση), Ελληνική Λαογραφία (τόμ. Α’), εκδ. Ηρόδοτος, Αθήνα 2006
Μηνάς Αλ. Αλεξιάδης, Νεωτερική Ελληνική Λαογραφία, εκδ. Ινστιτούτο του βιβλίου – Α. Καρδαμίτσα, Αθήνα 2011
Βάλτερ Πουάχερ, Θεωρητική λαογραφία, εκδ. Αρμός, Αθήνα 2009
Ευάγγελος Αυδίκος, Εισαγωγή στις σπουδές του λαϊκού πολιτισμού, εκδ. Κριτική, Αθήνα 2009
Βασίλης Νιτσιάκος, Προσανατολισμοί. Μια κριτική εισαγωγή στη Λαογραφία, εκδ. Κριτική, Αθήνα 2014
- Related academic journals:

Λαογραφία, Ελληνική Λαογραφική Εταιρεία

ΥΔ0008 - Language Teaching and New Technologies

<table>
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<tr>
<th>SCHOOL</th>
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<tbody>
<tr>
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<tr>
<td>COURSE TITLE</td>
<td>Language Teaching and New Technologies</td>
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</table>

INDEPENDENT TEACHING ACTIVITIES

if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. if the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
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</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

COURSE TYPE

General background

general background, special background, specialised general knowledge, skills development

PREREQUISITE COURSES:

No

LANGUAGE OF INSTRUCTION and EXAMINATIONS:

Greek

IS THE COURSE OFFERED TO ERASMUS STUDENTS:

Yes

COURSE WEBSITE (URL)

http://www.pre.aegean.gr/course/rd0017/

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A.
Upon completion of the course students will have the ability to create electronic learning environments for teaching / learning of Greek as a second or foreign language.

### General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<table>
<thead>
<tr>
<th>Competence</th>
<th>Course Aim</th>
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<tbody>
<tr>
<td>Search for, analysis and synthesis of data and information, with the use of the necessary technology</td>
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<tr>
<td>Adapting to new situations</td>
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<tr>
<td>Decision-making</td>
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<td>Working independently</td>
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<tr>
<td>Team work</td>
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<tr>
<td>Working in an international environment</td>
<td></td>
</tr>
<tr>
<td>Working in an interdisciplinary environment</td>
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</tr>
<tr>
<td>Production of new research ideas</td>
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</tr>
<tr>
<td>Project planning and management</td>
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<tr>
<td>Respect for difference and multiculturalism</td>
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<td>Respect for the natural environment</td>
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<tr>
<td>Showing social, professional and ethical responsibility and sensitivity to gender issues</td>
<td></td>
</tr>
<tr>
<td>Criticism and self-criticism</td>
<td></td>
</tr>
<tr>
<td>Production of free, creative and inductive thinking</td>
<td></td>
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</tbody>
</table>

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.

### DELIVERY

Face-to-face, Distance learning, etc.

### USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Use of ICT in teaching, laboratory education, communication with students

Yes

### TEACHING METHODS

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

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<th>Activity</th>
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<td>Lectures</td>
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<tr>
<td>Study and analysis of bibliography</td>
<td>81</td>
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### Course total

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<tbody>
<tr>
<td><strong>Course total</strong></td>
<td>120</td>
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</table>

### STUDENT PERFORMANCE EVALUATION

**Description of the evaluation procedure**

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

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)

---

- **Related academic journals:**
- **Department of Primary Education – Study Guide 2017 - 2018**

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- **- Suggested bibliography:**
  a) Εγχειρίδια του μαθήματος:
    - Κουτσογιάννης, Δ. (2011). Εφηβικές πρακτικές ψηφιακού γραμματισμού και ταυτότητας
    - Θεοσαλονίκη: Κέντρο Ελληνικής Γλώσσας
  b) Συμπληρωματική βιβλιογραφία:
    - Κουτσογιάννης Α. (2013). Η διδασκαλία/εκμάθηση γλωσσών με χρήση ηλεκτρονικών υπολογιστών. Στο: Κόκκινος Γ. & Μ. Μοσκοφόγλου-Χιονίδου (Επιμ.) Επιστήμες της Εκπαίδευσης. Εκδοτικής, Από την ανθρώπινη ανεξίτηλη της Παιδαγωγικής στην διεπιστημονικότητα και στον επιστημονικό υβριδισμό, Αθήνα: Εκδόσεις Αναπτυξιακής Μεταίχμιο
    - Κουτσογιάννης Δ. (2009). Εκπαιδευτικά λογισμικά. Πλαίσιο για την Ελληνική Γλώσσα. Κέντρο Ελληνικής Γλώσσας

  http://www.greek-language.gr/greekLang/modern_greek/bibliographies/edu_soft/02.html


  Σπαντιδάκης Ι. (2010). Κοινωνιογνωσιακά Πολυμέσικα Περιβάλλοντα Μάθησης Παραγωγής Γραπτού Λόγου. Αθήνα: Gutenberg


  για τη γλώσσα. Θεοσαλονίκη: Κέντρο Ελληνικής Γλώσσας.
ΥΣ0001 - Introduction to the Pedagogics of Theatre

<table>
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<th>School of Humanities</th>
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<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
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<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</td>
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<td>6</td>
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<table>
<thead>
<tr>
<th>COURSE TYPE</th>
<th>General background</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREREQUISITE COURSES:</td>
<td>No</td>
</tr>
<tr>
<td>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</td>
<td>Greek</td>
</tr>
<tr>
<td>IS THE COURSE OFFERED TO ERASMUS STUDENTS</td>
<td>Yes</td>
</tr>
<tr>
<td>COURSE WEBSITE (URL)</td>
<td></td>
</tr>
</tbody>
</table>

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The knowledge scope of the course includes the following thematic sections:
1. Linguistic, semantic and communicative theatre analysis
2. Basic theatre theories
3. Children’s theatre: unique features, types, forms, expression modes
4. The history of children’s theatre in Greece
5. Unique features and themes of the dramatic text for children

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Working independently
- , with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
Working in an international environment  Production of free, creative and inductive thinking
Working in an interdisciplinary environment  Others...
Production of new research ideas  Others...

The course aim to the following competences:

- Production of new research ideas
- Working independently
- Production of free, creative and inductive thinking
- Adapting to new situations

Theatrical Education is a system for theatre education and training which brings trainees into contact with the theatre world and principles through a multitude of different communication codes (movement, voice, speech, imitation, improvisation, etc.). The theatre as an educational subject and a medium for expression, communication and sense pertains to multiple themes and goals of the educational process: oral language, text editing and writing, development of imagination and individual and collective activation.

**DELIVERY**
Face-to-face, Distance learning, etc.,

**USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**
Use of ICT in teaching, laboratory education, communication with students

**TEACHING METHODS**
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.
The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

**STUDENT PERFORMANCE EVALUATION**
Description of the evaluation procedure
Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>39</td>
</tr>
<tr>
<td>Study</td>
<td>45</td>
</tr>
<tr>
<td>Study and analysis of bibliography</td>
<td>96</td>
</tr>
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</table>

Course total 180

oral examination

- Suggested bibliography:
- Related academic journals:
EA0060 - Theories of Learning – Experiences, Ways of Life and knowledge reproduction processes

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
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<td>LEVEL OF STUDIES</td>
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<td>COURSE CODE</td>
<td>EA 0060</td>
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<tr>
<td>SEMESTER</td>
<td>5 (Fall)</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Theories of learning – Experiences, ways of life, and knowledge reproduction processes</td>
</tr>
</tbody>
</table>

**Independent Teaching Activities**

If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**Course Type**

General background

**Prerequisite Courses:**

No

**Language of Instruction and Examinations:**

Greek

**Is the Course Offered to Erasmus Students:**

No

**Course Website (URL)**

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

**Learning Outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

**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 a kind of knowledge to a different one (e.g. transition from home to school knowledge)

**Skills:**

Upon completion of the course:

- will have the ability to see the theory behind the teaching practices nad the material designed for teaching and used in the classroom.

**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma
### Department of Primary Education – Study Guide 2017 - 2018

Supplement and appear below), at which of the following does the course aim?

| Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management |
| Adapting to new situations | Respect for difference and multiculturalism |
| Decision-making | Respect for the natural environment |
| Working independently | Showing social, professional and ethical responsibility and sensitivity to gender issues |
| Team work | Criticism and self-criticism |
| Working in an international environment | Production of free, creative and inductive thinking |
| Working in an interdisciplinary environment | Others... |
| Production of new research ideas | Others... |

Production of new research ideas

Working independently

Team work

Criticism and self-criticism

This course aims to introduce students in diverse theories of learning from the perspective of the social sciences. We discuss the 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.

### DELIVERY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
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<tr>
<td>Students’ study of the literature</td>
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</tr>
<tr>
<td>Course total</td>
<td>120</td>
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</table>

### USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
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<td>39</td>
</tr>
<tr>
<td>Students’ study of the literature</td>
<td>81</td>
</tr>
<tr>
<td>Course total</td>
<td>120</td>
</tr>
</tbody>
</table>

### TEACHING METHODS

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

### STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Oral presentation and evaluation
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

a) Basic Textbooks:

- ΚΟΥΖΕΛΗΣ, Γ. (1991): Από τον βιωματικό στον επιστημονικό κόσμο Αθήνα: Κριτική

b) Additional References:

- Βρατσάλης, Κ. (1996): Μάθηση και εκπαιδευτικές διαδικασίες από τη σκοπιά των Κοινωνικών επιστημών, Αθήνα: νήσος

EB0073 - Modern Greek History

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities, University of the Aegean</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
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<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
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<td>COURSE CODE</td>
<td>EB0073</td>
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<tr>
<td>SEMESTER</td>
<td>5th</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Modern Greek History</td>
</tr>
</tbody>
</table>

INDEPENDENT TEACHING ACTIVITIES

- 8 lectures
- CREDITS: 3, WEEKLY TEACHING HOURS: 5

COURSE TYPE

- General background regarding the understanding of the political, economic, social and cultural processes developed in the modern Greek state.
- Special background regarding the understanding of “State” and “Society” as well as other concepts related to the planning and application of policies in national and international level.
- Specialised general knowledge regarding the understanding of the institutions of the state.

PREREQUISITE COURSES:

- None

LANGUAGE OF INSTRUCTION and EXAMINATIONS:

- Greek

IS THE COURSE OFFERED TO ERASMUS STUDENTS:

- YES (although with parallel lectures)

(3) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire.
with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The course is divided into two significant time periods with particular subdivisions:
The first period constitutes an overview and analysis of the process of structure of the modern Greek state and its evolution until the decade of 1950.
The second period examines the international political course of the Greek state in the framework of international organisations and the EU, in addition to the developments in the field of internal politics and of the social processes.

More specifically, the course is deployed on the following levels:

1. Analysis and understanding of the concepts of State, Society and Cultural conditions.
2. Understanding of the form assumed by the political processes (indicatively: the emergence of parties, the kingship, the transition to democracy, war decisions).
3. Understanding of the development of the structure of economy and of the public economics.
4. Comparative and critical understanding of the first two levels (hereby 1 and 2) in conjunction with other European countries.
5. Understanding of the structure of the Greek society.
6. Understanding of the institutions of the Greek state (judicial system, army, educational system etc).
7. Understanding of the cultural conditions pervading the Greek society (festivities, ceremonies, symbols etc).
8. Comparative and critical understanding of the processes of mutual observation and development of convergence tendency in the political and social systems from the decade of 1940s henceforth.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas

- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Others...

1) Working independently
2) Team work
3) Respect for difference and training on the comparative examination
4) Criticism and self-criticism
5) Production of free, creative and inductive thinking
6) Support of the ability for factual narration
7) Support of the interpretation ability
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 facts 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.

<table>
<thead>
<tr>
<th>DELIVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face, Distance learning, etc.</td>
</tr>
<tr>
<td>Combination of lectures, seminars and team cooperative activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of ICT in teaching, laboratory education, communication with students</td>
</tr>
<tr>
<td>Optional use of ICT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHING METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</td>
</tr>
<tr>
<td>The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 lectures</td>
<td>24 hours of lectures and at least 5 hours of weekly preparation in the library or at home per student</td>
</tr>
<tr>
<td>3 seminar presentations</td>
<td>9 hours of seminar presentation at the lecture hall and at least 5 hours of weekly preparation in the library or at home per student</td>
</tr>
<tr>
<td>2 team cooperative activities</td>
<td>6 course hours based on systematic cooperation between the tutor and teams of students</td>
</tr>
<tr>
<td>Course total</td>
<td>39 hours (semester teaching)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT PERFORMANCE EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the evaluation procedure</td>
</tr>
<tr>
<td>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</td>
</tr>
</tbody>
</table>
| The evaluation of the students combines the final oral examination and (optional) individual or cooperative essays. In the introductory meeting will be discussed the structure and the themes of the course, as well as the duties, the organisational methodology and the eligibility criteria of the essays, the most important of which are the functional use of terminology, the capacity of articulating consistent, comprehensive,
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

contemporary and informed text, the wideness and the depth of the bibliographical review employed.

- Suggested bibliography:

Γιώργος Δερτιλής, Ιστορία του Ελληνικού Κράτους 1930-1920, Πανεπιστημιακές Εκδοσεις Κρήτης, Ηράκλειο 2014 [8]

Κώστας Κωστής, Τα κακομαθημένα παιδιά της Ιστορίας. Η διαμόρφωση του νεοελληνικού κράτους 18ος-21ος αιώνας, Πατάκης, Αθήνα 2016 [5]


- Related academic journals:

Μνήμων
Τα Ιστορικά
Historein

ΕΓ0014 - Environmental and Sustainability Issues

<table>
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<tr>
<th>SCHOOL</th>
<th>School of Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Pedagogical Department of Primary Education</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
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<td>COURSE CODE</td>
<td>EG0014</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>5 (Fall)</td>
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<tr>
<td>COURSE TITLE</td>
<td>Environmental and Sustainability Issues</td>
</tr>
</tbody>
</table>

INDEPENDENT TEACHING ACTIVITIES
if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

COURSE TYPE
- Special background
- general background,
- special background, specialised general knowledge, skills development

PREREQUISITE COURSES: NO

LANGUAGE OF INSTRUCTION and EXAMINATIONS: GREEK

IS THE COURSE OFFERED TO ERASMUS STUDENTS: YES

COURSE WEBSITE (URL)

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
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 and sustainability 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 and sustainability 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 and sustainability issues of their community.

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology, Adapting to new situations, Decision-making, Working independently, Team work, Working in an international environment, Working in an interdisciplinary environment, Production of new research ideas, Project planning and management, Respect for difference and multiculturalism, Respect for the natural environment, Showing social, professional and ethical responsibility and sensitivity to gender issues, Criticism and self-criticism, Production of free, creative and inductive thinking, Others...

The course aims at the following competences:

Search for, analysis and synthesis of data and information, Working independently and team work, Working in an interdisciplinary environment, Respect for the natural environment, Respect for difference and multiculturalism, Development of critical and system thinking, Production of free, creative and inductive thinking

(13) Introduction to contemporary environmental and sustainability issues – the state of the planet
(14) Ecosystem services
(15) Climate change – causes, effects and solutions
(16) Alternative energy sources
(17) Ozone depletions, air pollution
(18) Food production: agriculture, stock-farming, fisheries
(19) Water issues: quality and quantity dimensions
(20) Biodiversity: definitions, threats and solutions
(21) Waste production and management
(22) Analysis of local environmental and sustainability issues

DELIVERY
Face-to-face, Distance learning, etc.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of films and documentaries
Communication with students through the platform Moodle

TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>39</td>
</tr>
<tr>
<td>Essay writing</td>
<td>51</td>
</tr>
<tr>
<td>Study and analysis of bibliography</td>
<td>60</td>
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<tr>
<td>Course total</td>
<td>150</td>
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</table>

STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure
Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

The evaluation procedure is the following:

- Written examination (70/100)
- Presentation of an local environmental and sustainability issue (30/100)

- Suggested bibliography:

- Related academic journals:
  - International Journal of Global Environmental Issues
  - Journal of Environmental Education
  - Journal of Education for Sustainable Development

EG0031 - Didactics of Mathematics*

* No content outline.
ΕΔ0034 - Bilingualism

<table>
<thead>
<tr>
<th>SCHOOL</th>
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<td>LEVEL OF STUDIES</td>
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<td>COURSE CODE</td>
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</tr>
<tr>
<td>SEMESTER</td>
<td>5 (Fall)</td>
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</tbody>
</table>

**Course Title**: Bilingualism

**Independent Teaching Activities**

If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

<table>
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<tr>
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<tbody>
<tr>
<td>3</td>
<td>5</td>
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</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**Course Type**: General background

**Prerequisite Courses**: No

**Language of Instruction and Examinations**: Greek

**Is the Course Offered to Erasmus Students**: Yes

**Course Website (URL)**: http://www.pre.aegean.gr/course/ed0034/

**Learning Outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing 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 educational interventions for the learning / teaching of Greek as a second language

**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, Project planning and management
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.
The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

**STUDENT PERFORMANCE EVALUATION**

*Description of the evaluation procedure*

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

| oral exams |

- **Suggested bibliography:**
  
  
  
  Σκούρτου, Ε. & Κούρτη-Καζούλλη, Β. (2016). *Διγλωσσία & Διδασκαλία της Ελληνικής ως Δεύτερης Γλώσσας*. [ηλεκτ. βιβλ.] Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Στο: [http://hdl.handle.net/11419/6354](http://hdl.handle.net/11419/6354)

  β) Συμπληρωματική βιβλιογραφία:
  
  
  

  - Related academic journals:
    
    Πολύδρομο

### ΕΔ0045 - Teaching Literature

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>COURSE CODE</td>
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<tr>
<td>SEMESTER</td>
<td>5 (Fall)</td>
</tr>
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<td>COURSE TITLE</td>
<td>Teaching literature</td>
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</table>
INDEPENDENT TEACHING ACTIVITIES
if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

COURSE TYPE
general background, special background, specialised general knowledge, skills development

Special background
Specialised general knowledge

PREREQUISITE COURSES:
No

LANGUAGE OF INSTRUCTION and EXAMINATIONS:
Greek

IS THE COURSE OFFERED TO ERASMUS STUDENTS
Yes

COURSE WEBSITE (URL)
http://www.pre.aegean.gr/course/ed0045_en/

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
• Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
• Guidelines for writing 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.

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
Others...

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.
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.

**DELIVERY**

Face-to-face, Distance learning, etc.

**USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**

Use of ICT in teaching, laboratory education, communication with students.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>39</td>
</tr>
<tr>
<td>Study and analysis of bibliography</td>
<td>81</td>
</tr>
<tr>
<td>Essay writing</td>
<td>30</td>
</tr>
<tr>
<td>Course total</td>
<td>140</td>
</tr>
</tbody>
</table>

**TEACHING METHODS**

The manner and methods of teaching are described in detail.

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

**STUDENT PERFORMANCE EVALUATION**

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Suggested bibliography:

### YA0004 - Cognitive Psychology and Language Development In Children

<table>
<thead>
<tr>
<th>SCHOOL</th>
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<tbody>
<tr>
<td>ACADEMIC UNIT</td>
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<td>LEVEL OF STUDIES</td>
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<td>COURSE CODE</td>
<td>YA0004</td>
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<td>SEMESTER</td>
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<tr>
<td>COURSE TITLE</td>
<td>Cognitive Psychology and Language Development in Children</td>
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</table>

#### INDEPENDENT TEACHING ACTIVITIES

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>3</td>
<td>5</td>
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</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

#### COURSE TYPE

- Special background
  - general background, special background, specialised general knowledge, skills development

#### PREREQUISITE COURSES:

- No

#### LANGUAGE OF INSTRUCTION and EXAMINATIONS:

- Greek

#### IS THE COURSE OFFERED TO ERASMUS STUDENTS:

- Yes

#### COURSE WEBSITE (URL)

- [http://www.pre.aegean.gr/course/ya0004_en/](http://www.pre.aegean.gr/course/ya0004_en/)

### Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing 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.

### General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
### Decision-making

- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

### Working independently

- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas

The general competencies that the degree-holder must acquire are:

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Working independently
- Team work
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(4) SYLLABUS

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 analyzed 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.

<table>
<thead>
<tr>
<th>DELIVERY</th>
<th>Face to face, Distance learning, etc.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</th>
<th>Use of ICT in teaching and communication with students</th>
</tr>
</thead>
</table>

**TEACHING METHODS**

The manner and methods of teaching are described in detail.

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
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<tr>
<td>Individual Study</td>
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</tr>
<tr>
<td>Literature Review</td>
<td>18</td>
</tr>
<tr>
<td>Essay writing</td>
<td>18</td>
</tr>
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</table>

Course total 135

**STUDENT PERFORMANCE EVALUATION**

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public

Assessment involves: Final written exams, optional essay for 2 extra points.
presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

- Suggested bibliography:
  
a) Textbooks:

  b) Additional references:

- Related academic journals:

YB0001 - Sociology of Education

<table>
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<tr>
<th>SCHOOL</th>
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</thead>
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<td>ACADEMIC UNIT</td>
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<td>COURSE TITLE</td>
<td>Sociology of Education</td>
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</table>

INDEPENDENT TEACHING ACTIVITIES
if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

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<tr>
<td>CREDITS</td>
<td>5</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

COURSE TYPE
general background, special background, specialised general knowledge, skills development

PREREQUISITE COURSES: NO

LANGUAGE OF INSTRUCTION and EXAMINATIONS:
Greece

IS THE COURSE OFFERED TO ERASMUS STUDENTS: No

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

In terms of knowledge, students will be able to:
- Understand the social characteristics of education.
- Distinguish the historical and political dimensions of the educational process.
- Familiarize yourself with the theories developed on the sociological dimension of Education.
- Manage social inequality in school.
- Have a modern speech and role in school and in society.
In terms of skills and handling, students will be trained in:

- The methodological investigation of the social presence of Education.
- Understanding educational systems as social.
- The Familiarity of Candidate Teachers with the Social Characteristics of Education.
- The educational integration of social theories.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Others...

- The course aims to gain the understanding of Education as a social process.
- The course attempts to highlight the necessity of studying Education in an interdisciplinary environment.
- The course seeks to function as a starting point for studying Education through Sociological Critical Thinking.

The contents of the course are as follows:

1. Description of the relationship between Sociology and Sociology of Education.
2. Historical starting points, theoretical approaches and modern perspectives.
3. State, Institutions and Education.
4. Social theories about school and its structure.
5. Basic social functions of education.
6. School as a "bureaucratic" institution of power.
7. Inequality and social discrimination in school.
8. Social Inclusion and Legitimacy.
9. Teachers and their modern role
10. School stress and social inclusion.
11. Vocational orientation and education systems.

DELIVERY

Face-to-face, Distance learning, etc.

Face to face

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Use of ICT in teaching, laboratory education, communication with students

TEACHING METHODS

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-

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<tr>
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<tr>
<td>study and analysis of bibliography</td>
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<tr>
<td>essay writing</td>
<td>30</td>
</tr>
<tr>
<td>interactive teaching</td>
<td>25</td>
</tr>
<tr>
<td>Course total</td>
<td>125</td>
</tr>
</tbody>
</table>
directed study according to the principles of the ECTS

**STUDENT PERFORMANCE EVALUATION**

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other.

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

- Suggested bibliography:

- Related academic journals:
  - Φραγκουδάκη, Α. (1985). Κοινωνιολογία της Εκπαίδευσης - Θεωρίες για την Κοινωνική Ανισότητα στο Σχολείο. Αθήνα: Παπαζήσης

**ΝΟΠΡΑΚ-Α - Analyzing the teaching field**

<table>
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<td>COURSE TITLE</td>
<td>Analyzing the Teaching Field: 1th Phase Practical Work</td>
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</table>

**INDEPENDENT TEACHING ACTIVITIES**

if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

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</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**COURSE TYPE**

Specialised general knowledge (Practical Work)

**PREREQUISITE COURSES:**

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

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:**

Greek

**IS THE COURSE OFFERED TO ERASMUS STUDENTS**

NO
### Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing 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.

In regard to acquired knowledge, upon successful completion of the course, students should be able:

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

Upon completing the course, the following skills should have been acquired by the students:

- To implement their theoretically knowledge on teaching and learning in the teaching practice, by planning and implementing micro-teachings.
- To evaluate their teaching on the basis of specific criteria.
- To analyse their teaching on the basis of specific criteria.
- To reflect on teaching on the basis of Observation – Assessment – Feedback criteria related to teaching.
- To re-organise the plan of a course already taught, by integrating all the improvements proposed during the micro-teaching analysis/reflection stage.

### General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

| Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management |
| Adapting to new situations | Respect for difference and multiculturalism |
| Decision-making | Respect for the natural environment |
| Working independently | Showing social, professional and ethical responsibility and sensitivity to gender issues |
| Team work | Criticism and self-criticism |
| Working in an international environment | Production of free, creative and inductive thinking |
| Working in an interdisciplinary environment | ...... |
In addition, upon completing the course, students should have acquired the following competences:

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Working independently
- Team work
- Production of new research ideas
- Self-assessment and reflection
- Production of free, creative and inductive thinking

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.

The course includes the following modules:

- Specification of the main terms and concepts of Didactics.
- General Didactics: methods, models, forms and teaching strategies – Critical and creative thought in the teaching practice.
- Teaching and learning processes of planning, implementing and evaluating teaching.
- Alternative forms, techniques and methods of teaching and learning.
- Development of active and experiential learning: teamwork-based learning environments, projects.
- Selection and organisation of the teaching content. Questions in the teaching process: its role and functions.
- Pedagogical differentiation in the school class: forms of pedagogical differentiation, methods of application of differentiated teaching, examples of application of differentiated teaching – Case studies.
- Matters pertaining to dimensions of the teaching reality, as manifested in modern education and in the students’ interests.
- Presentation of the 1st teaching plan: Analysis and reflection on the teaching plan.
- Designing teaching: Analysis and reflection on the teaching plan.
- Presentations of micro-teachings: Analysis of micro-teachings and reflection.

**DELIVERY**

- Face to face, Distance learning, etc.

**USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**

- Use of ICT in teaching, laboratory education, communication with students

**TEACHING METHODS**

The manner and methods of teaching are described in detail.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>9</td>
</tr>
</tbody>
</table>
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

| Experiential seminars | 5 |
| Laboratory exercise: Presentations of micro-teachings- Analysis of micro-teachings and reflection | 25 |
| Fieldwork | 60 |
| Independent work: Study and analysis of bibliography | 10 |
| Independent work: Paper undertaking | 31 |
| Independent paper: Planning and developing original educational material | 10 |
| Course total | 150 |

**STUDENT PERFORMANCE EVALUATION**

*Description of the evaluation procedure*

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Student evaluation derives from the assessment: a) of a written paper and b) of a written paper, which relates to microteaching planning, conducting and evaluating. In view of awarding teaching units, in addition to two written papers, students are required 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.

In detail, course assessment is based on the following:

a) Written paper, group exercise
b) Initial Lesson Plan, group exercise
c) Micro-teaching presentation, group exercise
d) Reengineered Lesson Plan, group exercise
e) Teaching observation sheets/protocols, individual exercise
f) Micro-teaching Self-evaluation- Reflection sheet, individual exercise.

**- Suggested bibliography:**

**Course bibliography (Eudoxus)**


**Teachers e-notes at Moodle.**

**Additional bibliography for study**


- Related academic journals:

Επιθεώρηση Εκπαιδευτικών θεμάτων: http://www.pi-schools.gr/publications/epitheorisi/

Μέντορας: http://www.pi-schools.gr/publications/mentor/


Νέα Παιδεία: http://www.neapaideia-glossa.gr/

Παιδαγωγική Επιθεώρηση: http://www.pee.gr?page_id=71

Εκπαιδευτικός Κύκλος: http://www.educircle.gr/periodiko/

Canadian Journal of Educational Administration and Policy

https://www.umanitoba.ca/publications/cjeap/

Educational Researcher: http://journals.sagepub.com/home/edr


Policy Futures in Education: journals.sagepub.com/home/pfe

Practical Assessment, Research & Evaluation: http://pareonline.net/Articles.htm

Teacher Development http://www.tandfonline.com/toc/rtde20/current

ΠΡΑΚ-Β1 - Applied Language Teaching*
ΠΡΑΚ-Β2 - Theory and Practice in Mathematics Education*

* No content outline.

ΠΡΑΚ-Β3 - Theory And Practise In Science Education

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities</th>
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</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>ΠΡΑΚ-Β3</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>7 (Fall)</td>
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</tbody>
</table>

**INDEPENDENT TEACHING ACTIVITIES**

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**COURSE TYPE**

- Special background.
- Skills development.

**PREREQUISITE COURSES:**

- Science Education in Primary Schools

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:**

- Greek

**IS THE COURSE OFFERED TO ERASMUS STUDENTS:**

- Yes

**COURSE WEBSITE (URL)**


**Learning outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing 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.

**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?
### Search for, analysis and synthesis of data and information
- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

### Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas

### The framework of this subject involves:
- (a) a study of the themes related to Science Education (concepts, teaching objectives, choice of content, teaching strategies, learning processes and assessment)
- (b) 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.

### DELIVERY
- Face-to-face, Distance learning, etc.

### USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
- Use of ICT in teaching.
- Laboratory education.

### TEACHING METHODS
- Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

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<tr>
<th>Activity</th>
<th>Semester workload</th>
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<tbody>
<tr>
<td>Lectures, Seminars</td>
<td>33</td>
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<tr>
<td>Laboratory practice</td>
<td>6</td>
</tr>
<tr>
<td>Hours of non-directed study</td>
<td>110</td>
</tr>
<tr>
<td><strong>Course total</strong></td>
<td><strong>149</strong></td>
</tr>
</tbody>
</table>

### STUDENT PERFORMANCE EVALUATION
- Written work (30%), labwork (20%) and oral exams (50%).
- Open-ended questions.

- Suggested bibliography:


- Related academic journals:
  - International Journal of Science Education
  - Science Education
  - Journal of Research in Science Teaching
  - Research in Science Education
  - Journal of Science Education and Technology
  - Science & Education
  - The Electronic Journal of Science Education
  - Eurasia Journal of Mathematics, Science and Technology Education
  - International Journal of Environmental & Science Education
  - International Journal of Math and Science Education
  - Journal of Science Education and Technology
  - Studies in Science Education

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

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<tr>
<th>SCHOOL</th>
<th>Humanitarian Studies Aegean University</th>
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<tr>
<td>SEMESTER</td>
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<tr>
<td>COURSE TITLE</td>
<td>Applied Pedagogy of History (Phase B)</td>
</tr>
</tbody>
</table>

### INDEPENDENT TEACHING ACTIVITIES

If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.

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<th>WEEKLY TEACHING HOURS</th>
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Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

### COURSE TYPE

- general background
- special background
- specialised general knowledge
- skills development

- Special background course. Offering the specialization and systematic development of historical, educational, pedagogical and organizational skills. The course is organized into a seminar form, as teams of students composed during the first meeting with the professor, are asked to present and discuss during the plenary session, the main aspects of the relevant Greek and foreign bibliography (of course not only the titles recommended), that is given in both printed and digital form (this too during the first meeting).

### PREREQUISITE COURSES:

- History and its Didactics

### LANGUAGE OF INSTRUCTION and EXAMINATIONS:

- Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS

COURSE WEBSITE (URL) giorgoskokkinos.blogspot.com

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Throughout the duration of the course, the second level of the student’s systematic occupation with the field of the Applied Pedagogy of History occurs (the first level being the course: History and its Didactics). The main points of reference of the course are: the examination of curriculums, history school books and mainly the controversial and traumatic historical events (genocides, civil wars, the Holocaust). In addition, a first endeavor in the splice between the pedagogical theory and the teaching applications of observation, documentation on special bulletins (personally by each student) and the critical evaluation of 4 lessons in actual primary schools of Rhodes, is attempted by the students. With the collection of yearly bulletins and their processing with special statistical software, an archive of observations or an “observatory of historical education” is gradually formed. By taking into account the coded observations, we can outline the demeanor of the educational practices followed by the teachers, as well as better understand the complexity of the context that formulates the field of historical education in Greece (a state monopoly in the organization of the course outline, the writing of school books, the curricula donned with internal contradictions, the conformism of the educators, their ambivalence and resistance towards the implementation of innovation, the insufficient historical culture, the inadequate education in the field of the History Didactics, the dominant role of Public History in the formulation of attitudes and opinions, the indifference of students, the social pressure for the alignment of teachers with the fixed ideologies).

Upon completion of the course, all students will have at their disposal the material of all the presentations produced, in the form of PowerPoint presentations.

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

1) Team work.
2) Research, critical evaluation, analyzing and processing of information.
3) Observational skills, in combination with skills of collecting, coding and processing data.
4) Familiarization with modern technologies (the Internet, Power Point, SPSS-SPAD etc.)
5) Skills of bibliographical research on a multidisciplinary basis.
6) Criticism of ideas.
7) Design, implementation and management of basic research protocols.

DELIVERY

Face-to-face, Distance learning, etc.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Use of ICT in teaching, laboratory education, communication with students

Explained above

TEACHING METHODS

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Activity                      Semester workload
Class presentations           13X3= 39 hours
Attending of Primary School classes, by each student. 4 hours of Primary School classes + 7 coding and listing observations = 11 hours
Meeting with members of each team for the organization of team projects presented during the plenary session (the translation of the books given in the first meeting into English is also accounted for). 2 hours per day x 5 days per week x 5 weeks (at least) = 50 hours
Course total 39+11+50=100 ώρες

Accomplished through the evaluation of the following:

1) Evaluation of the team project.
2) Evaluation of the bulletin and the observations accounted during the attendance of Primary School classes.
3) Final oral examination.

- Suggested bibliography:

1) Giorgos Kokkinos- Dimitris Mavroskoufis (scientific editing), Trauma, Controversial Issues and the Interpretative Conflicts of Historical Education, Rodon publishing, Athens 2015.
2) Ivo Mattozzi, Educating History Readers, scientific editing – prologue Theodora Kavvoura, Metechmio, Athens 2006.
7) Giorgos Kokkinos (and others), Approaching the Holocaust in Greek Schools, Taxideftis, Athens 2007.

- Related academic journals:
ΠΡΑΚ-Β5 - Applied teaching in ICT and digital literacy

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<td>COURSE TITLE</td>
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Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**COURSE TYPE**

- general background,
- special background, specialised general knowledge, skills development

**PREREQUISITE COURSES:**
The successful monitoring of the course YA007.

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:**
Greek

**IS THE COURSE OFFERED TO ERASMUS STUDENTS:**
No

**COURSE WEBSITE (URL)**
https://aegeanmoodle.aegean.gr/course/view.php?id=111

**Learning outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Intended learning outcomes after successful completion of the course students will be able:

at the level of knowledge:
- be aware of the relevant national curricula (ΔΕΠΠΕ) 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 in designing an experimental teaching
- to familiarize with 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 recording students’ educational capital
- to design teaching and learning resources/material that will provide solutions for teaching
- to evaluate the experimental teaching based on 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 based on the specifications discussed in the lesson
to draw up a final report reflecting on the teaching carried out

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

| Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management |
| Decision-making | Respect for difference and multiculturalism |
| Working independently | Respect for the natural environment |
| Team work | Showing social, professional and ethical responsibility and sensitivity to gender issues |
| Working in an international environment | Criticism and self-criticism |
| Working in an interdisciplinary environment | Production of free, creative and inductive thinking |
| Production of new research ideas | Others...

The course aims at the following general competencies:

• Search, gather, analyze, and synthesize data for a media project
• Support for educational scenario
• Individual work
• Teamwork
• Creative production of a educational material
• Working in an interdisciplinary environment
• Promoting free, creative, documented, responsible and critical thinking
• Reflection ability for the work you have done and the teaching done

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 national curriculum (ΔΕΠΠΣ) for 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: analysis of the reference group and the field of study through observation with specific tools. Students attend and participate for 2 weeks in the classroom of their educational advisor, in which they have been ranked in order to get to know the class in general and the students more focused, Interests, skills and competences in the Media and to design, organize and implement a focused educational intervention that corresponds to the real level and interests of the students

2nd stage: construction of necessary knowledge: the demarcation of personal goals is actualized (usually 1-2 targets), in conjunction with the subject under investigation and the 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 micro-instruction. 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-Stochastic preparation and design of teaching. Analysis of Video Micro-instructions: gradual completion of didactic transformation and digital materials, according to proposed methodology and writing of the curriculum scenario. On the basis of the counselling feedback from the teacher, the mentor (mentor) the students plan the teaching plan.

4th stage: Actualizing the revised classroom instruction: 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: Supporting the teaching scenario: Students document the teaching design of the teaching by justifying their choices through bibliographic sources and the field analysis they made during the first phase.

6th stage: Reflection and feedback on teaching: the educational circumstances of the trainee student (based on the individual educational calendar), b) the degree of achievement of the intended personnel, using a specific tool of thought, and c) the quality of the educational design and the formulation of individual conclusions. For the professional development of students (based on the information of the coordinator and the responsible teacher of the internship).

7th stage: Reviewing and finalizing the educational scenario: Students pillage in the final draft of the training scenario.

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### DELIVERY

| Face-to-face, Distance learning, etc. | Face-to-face |

### USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

| Use of ICT in teaching, laboratory education, communication with students | YES |

For this lesson, the online Moodle platform uses electronic texts, digital study sources and work environments. Through this online environment, students are communicated, updated, and job assignments are given.

### TEACHING METHODS

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The students' study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

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<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>39</td>
</tr>
<tr>
<td>Study and analysis of bibliography</td>
<td>40</td>
</tr>
<tr>
<td>Preparation of activities</td>
<td>30</td>
</tr>
<tr>
<td>Preparing a draft</td>
<td>10</td>
</tr>
<tr>
<td>Counseling</td>
<td>10</td>
</tr>
<tr>
<td>Writing a training scenario</td>
<td>20</td>
</tr>
<tr>
<td><strong>Course total</strong></td>
<td><strong>149</strong></td>
</tr>
</tbody>
</table>

### STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure. The students’ evaluation is based on 3 axes:

(a) the active participation of students in the educational process, which is ensured by their engagement in a specific...
ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

work that is to be delivered as a prerequisite for the understanding of the content of the course

(b) the participation of students in the daily schools’ practice for 3-4 weeks,

(c) the on-time delivery of the overall project, with all the types and completion of the internship

- Suggested bibliography:

  - Σοφός, Α. (2015). Σχεδιάζοντας σενάρια διδασκαλίας για την πρακτική άσκηση των φοιτητών. Ολιστικό μοντέλο διερευνητικής και στοχαστικής πρακτικής για την ενίσχυση του ψηφιακού γραμματισμού στο πλαίσιο της μεντορείας. Αθήνα: Γρηγόρης


ΠΡΑΚ-Γ1 - Applied Language Teaching*

ΠΡΑΚ-Γ2- Theory and Practice in Mathematics Education*

* No content outline.

ΠΡΑΚ-Γ3 - Theory And Practice in Science Education

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<td>SEMESTER</td>
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<td>COURSE TITLE</td>
<td>THEORY AND PRACTICE IN SCIENCE EDUCATION - C</td>
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INDEPENDENT TEACHING ACTIVITIES

if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

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<th>COURSE TYPE</th>
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<table>
<thead>
<tr>
<th>PREREQUISITE COURSES</th>
<th>THEORY AND PRACTICE IN SCIENCE EDUCATION - B</th>
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</table>

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LANGUAGE OF INSTRUCTION and EXAMINATIONS: Greek

IS THE COURSE OFFERED TO ERASMUS STUDENTS Yes

COURSE WEBSITE (URL) http://www.pre.aegean.gr/lab-fe/subjects.html

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
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- Guidelines for writing 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.

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information
- Project planning and management
- Decision-making
- Respect for difference and multiculturalism
- Adapting to new situations
- Respect for the natural environment
- Decision-making
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Team work
- Criticism and self-criticism
- Working independently
- Working in an interdisciplinary environment
- Production of free, creative and inductive thinking
- Working in an international environment
- Production of new research ideas
- Others...

- Search for, analysis and synthesis of data and information
- Decision-making
- Working independently
- Team work
- Respect for the natural environment
- Criticism and self-criticism
- Production of free, creative and inductive thinking.

The framework of this subject involves a study of the themes related to Science Education:
(a) concepts,
(b) teaching objectives,
(c) choice of content,
(d) teaching strategies,
(e) learning processes and
(f) 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.

### DELIVERY

- Face-to-face
- Distance learning, etc.

### USE OF INFORMATION AND Communications TECHNOLOGY

- Use of ICT in teaching.
- Laboratory education.

### TEACHING METHODS

The manner and methods of teaching are described in detail.

- Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

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### STUDENT PERFORMANCE EVALUATION

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

- Written work (50%), and oral exams (50%).
- Open-ended questions.

- Suggested bibliography:

- Related academic journals:
  - International Journal of Science Education
  - Science Education
  - Journal of Research in Science Teaching
  - Research in Science Education
ΠΡΑΚ-Γ4- Applied Teaching in History

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<td>Applied Pedagogy of History (Phase C)</td>
</tr>
</tbody>
</table>

INDEPENDENT TEACHING ACTIVITIES

If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

COURSE TYPE

Special background course. Offering the specialization and systematic development of historical, educational, pedagogical and organizational skills. The course is organized into a seminar form, as teams of students composed during the first meeting with the professor, are asked to present and discuss during the plenary session, the main aspects of the relevant Greek and foreign bibliography (of course not only the titles recommended), that is given in both printed and digital form (this too during the first meeting).

PREREQUISITE COURSES:

1) History and its Didactics
2) Applied Pedagogy of History (Phase B)

LANGUAGE OF INSTRUCTION and EXAMINATIONS:

Greek

IS THE COURSE OFFERED TO ERASMUS STUDENTS?

COURSE WEBSITE (URL)

giorgoskokkinos.blogspot.com

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Throughout the duration of the course, the third level of the student’s systematic
occupation with the field of the Applied Pedagogy of History occurs (the first level being the course: History and its Didactics and the second one being the course: Applied Pedagogy of History, Phase B). The main points of reference of the course are in this case too: the examination of curriculums, history school books and mainly the controversial and traumatic historical events (genocides, civil wars, the Holocaust). However, in this course the main focus is drawn to the following subjects/educational targets:

1) The understanding of the historical singularity of the Holocaust, in relation with the widespread anti-Semitism in its four main forms (religious, anti-capitalist, anti-communist/anti-imperialist/anti-internationalist, pseudo-scientific/racial), as well as with relation to the main arguments of national-socialist ideology, the intentions of the Nazi regime, and the turning of the tide of the Second World War.

2) The relations of negative eugenics with the Holocaust.

3) The resistance against the various forms of denial, the relativizing, metonymic use/routine use of the Holocaust.

4) The discussion concerning the types of memory and especially the traumatic memory and process of historical trauma in a personal, collective and national level (acting out vs working through).

5) The history of critical confrontation of the European communities with the fact and the memory of engineered/industrialized genocide.

6) The familiarization with the historiographic and inter-disciplinary thought and terminology, used globally in the approaching of Nazism and the Holocaust.

7) The coursework of case studies on the Jewish communities of Greece and the whole of Europe.

8) The subject of recording the traumatic experience and memory, and the subjects raised by it – the meaning of Oral History.

9) The valid, functional and effective use of the teaching of forms of Public History (fictional and documentary cinema, literature, museums, theatre, visual arts, music and song, comics, Internet, videogames etc.).

10) The integration of the Holocaust and its memory in the Greek curriculums and school books, as well as in those of the other European and non-European countries.

11) The views, attitudes and the level of historical and educational knowledge of teachers.

12) – maybe the most important aspect of the course- the “pedagogy of memory” and the ways of organizing the suitable educational environment, with focus on the selection of strategies, targets and educational technologies, taking into account the evaluation of the international discussion, and the avoidance of second degree trauma caused to the students.

13) The discussion concerning historical justice and the main issues of apology, forgiveness and historical reconciliation.

<table>
<thead>
<tr>
<th>General Competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</td>
</tr>
<tr>
<td>Search for, analysis and synthesis of data and information, with the use of the necessary technology</td>
</tr>
<tr>
<td>Adapting to new situations</td>
</tr>
<tr>
<td>Decision-making</td>
</tr>
<tr>
<td>Working independently</td>
</tr>
<tr>
<td>Team work</td>
</tr>
<tr>
<td>Working in an international environment</td>
</tr>
<tr>
<td>Working in an interdisciplinary environment</td>
</tr>
</tbody>
</table>
### DELIVERY

**Face-to-face, Distance learning, etc.**

Mentioned above

### USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Use of ICT in teaching, laboratory education, communication with students

Mentioned above

### TEACHING METHODS

The manner and methods of teaching are described in detail.

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>13 lectures x 3 = 39 hours of personal lectures in the University</td>
</tr>
<tr>
<td>4 one-hour lessons in 4 classes of the Primary School by each student</td>
<td>4 hours</td>
</tr>
<tr>
<td>Preparation of each student for the 4 one-hour lessons that are to be given (studying of the curriculum, target-setting for the individual units, creation of alternative learning material, complementary to the school book, choosing of methodological strategies, evaluation and self-evaluation).</td>
<td>4 x 5 = 20 hours</td>
</tr>
<tr>
<td>Meeting with members of each team for the organization of team projects presented during the plenary session (the translation of the books given in the first meeting into English is also accounted for).</td>
<td>2 hours per day x 5 days per week x 5 weeks (at least) = 50 hours</td>
</tr>
</tbody>
</table>

Course total: 39+4+20+50 = 113 hours

### STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Accomplished through the evaluation of the following:

1) Evaluation of the level of success of the four lessons.
2) Evaluation of the team project.
3) Final oral examination.

Suggested bibliography:
### ΝΠ-ΑΓ5 - Practical Professional Deepening Exercise in Pedagogical Fields of Work in the context of Mentoring

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Faculty of Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Pedagogical Department of Primary Education</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>ΝΠ_ΑΓ5</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>8 (Spring)</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Practical Professional Deepening Exercise in Pedagogical Fields of Work in the context of Mentoring</td>
</tr>
</tbody>
</table>

**INDEPENDENT TEACHING ACTIVITIES**

if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**COURSE TYPE**

- Special background
- Specialised general knowledge
- Skills development

**PREREQUISITE COURSES:**

- None

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:**

- Greek

**IS THE COURSE OFFERED TO ERASMUS STUDENTS:**

- No

**COURSE WEBSITE (URL)**


### Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

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

**At the cognitive level:**
- be aware of all the work done in a pedagogical field of work
- describe the basic characteristics that a teacher should have
- Know quality tools for observation and reflection of the educational project

**At the level of ability:**
- design small-scale research work
- reflect on the dimensions of the mentor relationship that they have experienced
- reflect on their experience they had during the internship and the subjective views they had on the profession of teacher/educator

**At the level of skill-development:**
- implement research work regards their pedagogical action
- prepare a report on his/her practical training
- reflect on the practical work they have done

**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas

Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

Others...

The course aim at the following general competences:
- Presentation and topic support
- Individual work
- Work in groups
- Creative production of digital audio-visual material
- Working in an interdisciplinary environment
- Promoting free, creative, documented, responsible and critical thinking
- Reflection ability

The Practical Exercise of Pedagogical Deepening with the implementation of the institution of “mentoring” and in combination with a working period in a pedagogical field of action deepens the basic dimensions of pedagogical action (eg. basic concepts of Pedagogy, actors, recipients and processes of the educational process, forms of organization of educational units) that are set up by the General Pedagogy. Students choose through a thematic list of basic fields (each containing more) pedagogical issues in which they deepen through a) the
systematic observation in the classroom, b) the study of relevant literature, and c) the elaboration of work on the issues chosen.

The main fields are directly related to the dimensions that make up the Pedagogical and Teaching competence of teachers: 1. Educational unit and Professor's Profession, 2. Education and Training, 3. Communication and Interaction, 4. Teaching, 5. Diagnosis, Counseling and Evaluation. The Practical Exercise of Pedagogical Deepening focuses on:

1. the better and upgraded interconnection between University, workplace (school unit) and emerging educators,
2. a better understanding of the future professional field,
3. upgrading the quality of students undergoing training through their effective participation in all educational actions to better understand the preconditions and consequences of pedagogical action,
4. the formulation of individual thoughts, in contrast to the views and scientific perspectives of others, which can be presented orally and in writing, in a scientifically compatible and comprehensible form,
5. the development of the mentor relationship in the context of cognitive apprenticeship, reflective dialogue and counseling feedback from mentor-educators.

The ultimate goal for students is to develop competencies, skills and attitudes of a professional teacher in order to be able to analyze and reflect on the teaching requirements, the educational choices and their implementation way, to form diverse teaching and learning environments, to analyze and shape the circumstances of communication, interaction and counseling support, to actively participate in their professional development and in the shaping of the profile of the school unit in which they are being practiced.

<table>
<thead>
<tr>
<th>DELIVERY</th>
<th>Face-to-face, Distance learning, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td>
<td>Yes</td>
</tr>
</tbody>
</table>

For this course, the online Moodle platform is used, on which online texts, digital study sources and work environments are put.

Through this online environment, communication with the students is delivered, updates are posted and work assignments are given.

<table>
<thead>
<tr>
<th>TEACHING METHODS</th>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</td>
<td>Lectures</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Research process</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Practice at school</td>
<td>160</td>
</tr>
<tr>
<td></td>
<td>Course total</td>
<td>209</td>
</tr>
</tbody>
</table>
### Student Performance Evaluation

**Description of the evaluation procedure**

The 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 that is considered as a prerequisite for understanding the content of the course and their participation in the final examinations; and b) Elaboration of a work based on the pedagogical calendar as a research tool.

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

#### Suggested bibliography:
- Course notes provided on instructor’s web page

#### Related academic journals:

---

### EA0001 - Theoretical approaches to the Family

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities</th>
</tr>
</thead>
<tbody>
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<td>Department of Primary Education</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>EA001</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Theoretical approach of the family</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>Fall</td>
</tr>
</tbody>
</table>

#### Independent Teaching Activities

If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
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<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

#### Course Type

Special background

#### Prerequisite Courses:

No

#### Language of Instruction and Examinations:

Greek

#### Is the Course Offered to Erasmus Students?

No

#### Course Website (URL)

http://www.pre.aegean.gr/course/ea0001/

### Learning Outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes
Students will acquire knowledge on the following thematic areas:

1. To use of the system theory as a way to understand the family functioning.
2. To develop systemic thinking
3. To recognize the dysfunctional family
4. To deal with students who present difficulties and their families

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search for, analysis and synthesis of data and information</td>
<td></td>
</tr>
<tr>
<td>Adapting to new situations</td>
<td></td>
</tr>
<tr>
<td>Decision-making</td>
<td></td>
</tr>
<tr>
<td>Working independently</td>
<td></td>
</tr>
<tr>
<td>Team work</td>
<td></td>
</tr>
<tr>
<td>Working in an international environment</td>
<td></td>
</tr>
<tr>
<td>Working in an interdisciplinary environment</td>
<td></td>
</tr>
<tr>
<td>Production of new research ideas</td>
<td></td>
</tr>
<tr>
<td>Project planning and management</td>
<td></td>
</tr>
<tr>
<td>Respect for difference and multiculturalism</td>
<td></td>
</tr>
<tr>
<td>Respect for the natural environment</td>
<td></td>
</tr>
<tr>
<td>Showing social, professional and ethical responsibility and sensitivity to gender issues</td>
<td></td>
</tr>
<tr>
<td>Criticism and self-criticism</td>
<td></td>
</tr>
<tr>
<td>Production of free, creative and inductive thinking</td>
<td></td>
</tr>
</tbody>
</table>

The general competencies that the degree-holder must acquire are:

- Search for, analysis and synthesis of data and information.
- Working independently
- Team work
- Working in an interdisciplinary environment
- Respect for difference
- Criticism and self-criticism
- Production of free, creative and inductive thinking

This course focuses on the different theories as presented by the family therapy movement. More specifically, the course examines the following modules:

- The advent of the family therapy school
- Systemic school of family therapy
- Structural school of family therapy
- Psychodynamic school of family therapy
- Transgenerational school of family therapy
- Family and its subsystems
- Family boundaries and family functioning

DELIVERY
Face-to-face, Distance learning, etc.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>39</td>
</tr>
<tr>
<td>Study</td>
<td>61</td>
</tr>
<tr>
<td>Study and analysis of bibliography</td>
<td>20</td>
</tr>
</tbody>
</table>
### STUDENT PERFORMANCE EVALUATION

**Description of the evaluation procedure**

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other.

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

The evaluation of the course is based on:

- The evaluation of the course is taking place in Greek. Students take a written exam. They have to answer open ended questions.

Evaluation criteria are given, and are explained to students from the beginning of the semester.

- Suggested bibliography:

- Related scientific journals:
  - The American Journal of Family Therapy, http://www.tandfonline.com/toc/uaft20/current

### EA0014 - The Subject and Knowledge

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>EA0014</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>Fall</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Subject and Knowledge</td>
</tr>
</tbody>
</table>

#### INDEPENDENT TEACHING ACTIVITIES

*if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**COURSE TYPE**

General background, general knowledge, skills development:

**PREREQUISITE COURSES:**

No

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:**

Greek

**IS THE COURSE OFFERED TO ERASMUS STUDENTS:**

No

**COURSE WEBSITE (URL):**

http://www.pre.aegean.gr/course/

**Learning outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
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- Guidelines for writing Learning Outcomes

**Knowledge:**

Upon completion of the course students:

- will have been introduced into M. Foucault’s approaches to knowledge
- will have realized that the formation of the subject depends on the ways his/her knowledge has been constructed
- will have realized that knowledge represents the subject’s relationship to his/her social environment

**Skills:**

Upon completion of the course:

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

**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<table>
<thead>
<tr>
<th>Task</th>
<th>Course Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search for, analysis and synthesis of data and information,</td>
<td>Project planning and management</td>
</tr>
<tr>
<td>with the use of the necessary technology</td>
<td>Respect for difference and multiculturalism</td>
</tr>
<tr>
<td>Adapting to new situations</td>
<td>Respect for the natural environment</td>
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<tr>
<td>Decision-making</td>
<td>Showing social, professional and ethical responsibility and</td>
</tr>
<tr>
<td>Working independently</td>
<td>sensitivity to gender issues</td>
</tr>
<tr>
<td>Team work</td>
<td>Criticism and self-criticism</td>
</tr>
<tr>
<td>Working in an international environment</td>
<td>Production of free, creative and inductive thinking</td>
</tr>
<tr>
<td>Working in an interdisciplinary environment</td>
<td>Others...</td>
</tr>
<tr>
<td>Production of new research ideas</td>
<td>Others...</td>
</tr>
</tbody>
</table>

Production of new research ideas

Working independently

Team work

Criticism and self-criticism

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.

**DELIVERY**

Face-to-face, distance learning (use of moodle)

**USE OF INFORMATION AND COMMUNICATION TECHNOLOGY**

<table>
<thead>
<tr>
<th>Task</th>
<th>Course Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of ICT in teaching, laboratory education, communication with students</td>
<td>Yes</td>
</tr>
<tr>
<td>In communication with students, Use of ICT in teaching (moodle)</td>
<td></td>
</tr>
</tbody>
</table>
TEACHING METHODS
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminars</td>
<td>39</td>
</tr>
<tr>
<td>Students’ study of the literature</td>
<td>81</td>
</tr>
<tr>
<td>Course total</td>
<td>120</td>
</tr>
</tbody>
</table>

STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure
Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Short essays (30%) (compulsory)
Oral presentation (70%)

a) Basic Textbooks:

b) Additional References:
ΑΛΤΟΥΣΕΡ, Λ. (1977): Για τη γνωστική διαδικασία, στο: Λ. Αλτουσέρ, Θέσεις, Αθήνα: Θεμέλιο

BERNARD Ch. (1999): Η σχέση με τη γνώση, Αθήνα: Μεταίχμιο

Βρατσάλης, Κ. (2002): Η αποδυνάμωση του παραδοσιακού σχολείου και οι νέες μορφές εκπαίδευσης – Αναδιοργάνωση των διαδικασιών εξατομίκευσης και κανονικοποίησης, στο: Θέματα στην Εκπαίδευση, Τόμος 3, τ. 3-4, (227-242)


ΕΑ0054 - Psychology of Motivation

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
</tr>
</tbody>
</table>
COURSE CODE: EA0054

COURSE TITLE: Psychology of Motivation

INDDEPENDENT TEACHING ACTIVITIES:
if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

COURSE TYPE:
Special background

general background, special background, specialised general knowledge, skills development

PREREQUISITE COURSES:
No

LANGUAGE OF INSTRUCTION and EXAMINATIONS:
Greek

IS THE COURSE OFFERED TO ERASMUS STUDENTS:
Yes

COURSE WEBSITE (URL):
http://www.pre.aegean.gr/course/ea0054_en/

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing 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.

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Project planning and management
- Respect for difference and multiculturalism
- Respecting for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Others...

The general competencies that the degree-holder must acquire are:

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Working independently
- Team work
▪ Respect for difference and multiculturalism
▪ Criticism and self-criticism
▪ Production of free, creative and inductive thinking

Application of motivational theories in educational settings.

**DELIVERY**
Face-to-face, Distance learning, etc.

**USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**
Use of ICT in teaching, laboratory education, communication with students

**TEACHING METHODS**
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

<table>
<thead>
<tr>
<th>Activity</th>
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<td>Literature Review</td>
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<td>Essay writing</td>
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Course total 110

**STUDENT PERFORMANCE EVALUATION**
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

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

- **Suggested bibliography:**
  a) Textbooks:
  Kωσταρίδου-Ευκλείδη Α. (2012). Ψυχολογία κινήτρων. Αθήνα: Πεδίο..
  b) Additional references:
  Kωσταρίδου-Ευκλείδη Α. (2012). Τα κίνητρα στην εκπαίδευση. Αθήνα: Πεδίο.

- **Related academic journals:**
# EA0061 - Education of Students with Mild Special Educational Needs

<table>
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<tr>
<th>SCHOOL</th>
<th>School of Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
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<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
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<td>COURSE CODE</td>
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<tr>
<td>COURSE TITLE</td>
<td>Education of students with mild special educational needs</td>
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<tr>
<td>SEMESTER</td>
<td>Fall</td>
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</table>

## Independent Teaching Activities

If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.

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<td>4</td>
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</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

### Course Type
- Special background

### Prerequisite Courses
- No

### Language of Instruction and Examinations
- Greek

### Is the Course Offered to Erasmus Students
- Yes (in English)

### Course Website (URL)

## Learning Outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Special education is a discipline that develops dynamically and aims to the whole growth of students with special educational needs. In this course, students will gain knowledge about: (a) the aetiology, (b) the clinical characteristics and (c) the educational treatment of students with mild special educational needs, such as: learning disabilities, language and speech problems, emotional and behavioural difficulties, attention deficit hyperactivity disorder (ADHD) and giftedness.

## General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment

- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking
Working in an interdisciplinary environment
Production of new research ideas

The general competencies that the degree-holder must acquire are:

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Respect for difference
- Criticism and self-criticism
- Production of free, creative and inductive thinking

This course focuses on the assessment and the education of students with mild difficulties. Specifically, the course examines the following cases:

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

DELIVERY
Face-to-face, Distance learning, etc.

Face-to-face and distance learning through Moodle

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students

Use of ICT in teaching and communication with students

TEACHING METHODS
The manner and methods of teaching are described in detail.

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

The evaluation of the course is based on

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

Evaluation criteria are given, and are accessible to students on Moodle from the beginning of the semester

Suggested bibliography:

- Lecturer’s university notes posted on Moodle.


Related academic journals:
- Disability and Society, http://www.tandfonline.com/loi/cdso20
- Disability and Rehabilitation, http://www.tandfonline.com/loi/idre20
- The Journal of Special Education, http://journals.sagepub.com/home/sed
- Journal of Special Education Research, https://www.jstage.jst.go.jp/browse/specialeducation/

EA0065 - School Evaluation/ Assessment

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<th>School of Humanities</th>
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<tbody>
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<td>Department of Primary Education</td>
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<tr>
<td>LEVEL OF STUDIES</td>
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<td>SEMESTER</td>
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<table>
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<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
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<td>4</td>
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</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

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<tr>
<th>COURSE TYPE</th>
<th>General background</th>
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<tr>
<td>PREREQUISITE COURSES:</td>
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<td>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</td>
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<tr>
<td>IS THE COURSE OFFERED TO ERASMUS STUDENTS</td>
<td>Yes</td>
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<tr>
<td>COURSE WEBSITE (URL)</td>
<td><a href="http://www.pre.aegean.gr/course/ea0065/">http://www.pre.aegean.gr/course/ea0065/</a></td>
</tr>
</tbody>
</table>

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and
Appendix B

Guidelines for writing Learning Outcomes

In regard to acquired knowledge, upon successful completion of the course, students should be able to:

- Determine the goals, trends, parties and forms of educational evaluation.
- Describe the basic methods and tools of evaluative research and their use.
- Mention the conceptual framework, goals and forms of external evaluation.
- Identify the goals, advantages, concerns and conditions for internal evaluation success.
- Discern current evaluation and improvement approaches in quality of education.

Upon completing the course, the following skills should have been acquired by the students:

- To implement, through the case study technique, their theoretical knowledge in solving problems relevant to educational evaluation issues.
- To practice, through the case study technique, in implementing current evaluation and improvement approaches in quality of education.
- 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.
- To 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.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas

Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

In addition, upon completing the course, students should have acquired the following competences:

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Working independently
- Team work
- Production of new research ideas
- Self-assessment and reflection
- Production of free, creative and inductive thinking

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).

The course includes the following modules:

- 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.

<table>
<thead>
<tr>
<th>DELIVERY</th>
<th>Face to face, Distance learning through Moodle</th>
</tr>
</thead>
<tbody>
<tr>
<td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td>
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<tr>
<td>TEACHING METHODS</td>
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</tr>
<tr>
<td>Activity</td>
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<tr>
<td>Lectures</td>
<td>9</td>
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<tr>
<td>Experiential seminars</td>
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</tr>
<tr>
<td>Laboratory exercise</td>
<td>15</td>
</tr>
<tr>
<td>Independent study: Group papers</td>
<td>15</td>
</tr>
<tr>
<td>Independent work: Study and analysis of bibliography</td>
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</tr>
<tr>
<td>Independent work: Paper undertaking</td>
<td>10</td>
</tr>
<tr>
<td>Independent work: Planning and developing original educational material</td>
<td>16</td>
</tr>
<tr>
<td>Independent study:</td>
<td>30</td>
</tr>
</tbody>
</table>
**STUDENT PERFORMANCE EVALUATION**

**Description of the evaluation procedure**

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Final evaluation of students arises from: a. their participation in a written or oral exam, b. undertaking personal or group papers, c. undertaking two personal or group papers, one of which should include planning, developing and presenting original educational material and the other one in analyzing and developing a subject relevant to the basic directions, content and methodologies of broader and more specific aspects of educational work evaluation.

**Course total** 120

<table>
<thead>
<tr>
<th>Preparation for the written or oral exam</th>
<th></th>
</tr>
</thead>
</table>

**- Suggested bibliography:**

**Course bibliography (Eudoxus)**

Teachers e-notes at Moodle.

**Additional bibliography for study**


- Related academic journals:
  
  Canadian Journal of Educational Administration and Policy
  https://www.umanitoba.ca/publications/cjeap/

  Educational Researcher: http://journals.sagepub.com/home/edr


  Policy Futures in Education: journals.sagepub.com/home/pfe

  Practical Assessment, Research & Evaluation: http://pareonline.net/Articles.htm

  Teacher Development http://www.tandfonline.com/toc/rtde20/current

EA0066 - School Management

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<td>SEMESTER</td>
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<td>COURSE TITLE</td>
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</table>

INDEPENDENT TEACHING ACTIVITIES

if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

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<th>COURSE TYPE</th>
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<tr>
<td>IS THE COURSE OFFERED TO ERASMUS STUDENTS</td>
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<td><a href="http://www.pre.aegean.gr/course/ea0066/">http://www.pre.aegean.gr/course/ea0066/</a></td>
</tr>
</tbody>
</table>

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire
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 knowledge, skills and competences 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.

In regard to acquired knowledge, upon successful completion of the course, students should be able:

- To report the theoretical approaches to educational administration (administrative models, tasks, theories of motives, professional satisfaction, decision-making, crisis management, leadership).
- To determine 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).
- To describe the operation of school administration in the context of systemic approaches.

Upon completing the course, the following skills should have been acquired by the students:

- To interpret the current institutional framework in relation to basic matters of school administration.
- To 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.
- To practice, through the case study technique, in implementing the basic stages of the rational decision-making process in school administrative issues.
- To practice, using the case study technique, in using the existing legislative framework and propose solutions in basic school administrative issues.

### General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

| Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management |
| Adapting to new situations | Respect for difference and multiculturalism |
| Decision-making | Respect for the natural environment |
| Working independently | Showing social, professional and ethical responsibility and sensitivity to gender issues |
| Team work | Criticism and self-criticism |
| Working in an international environment | Production of free, creative and inductive thinking |
| Working in an interdisciplinary environment | Others... |
| Production of new research ideas | Others... |

In addition, upon completing the course, students should have acquired the following competences:

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Working independently
- Team work
Production of new research ideas
Self-assessment and reflection
Production of free, creative and inductive thinking

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 in: (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.

The course includes the following modules:
- Administration models in education.
- School management from a systemic viewpoint: Definition of a system.
  - School management in the context of an open system.
- Laboratory: Planning of modernist models in the management of school units.
- Administration in education and human resource development.
- Theories of motives and work motives: Consequences for the administrative practice.
- Administrative tasks in education: The task of planning and programming.
- Organisation in the field of education – Organisation of school units in primary education.
- The task of Administration. The task of Control
- Decision-making
  - Methodology and stages of rational decision-making
- Crisis management in schools.
- Leadership in education.
  - Approaches and types of leadership.
  - Leadership competencies.
  - Development of social and leadership competencies.
- Staffing of school units: Theoretical approach and institutional framework.
- Administrative practice: Organisation of administrative activities in school units of the primary education.
  - The educator as public servant.
  - Institutional framework of the schools' operation.

DELIVERY
Face-to-face, Distance learning, etc.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students

TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

<table>
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<th>Activity</th>
<th>Semester workload</th>
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</thead>
<tbody>
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<td>Lectures</td>
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<td>Independent study:</td>
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<tr>
<td>Group papers</td>
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<td>Independent work:</td>
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</table>
The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

<table>
<thead>
<tr>
<th>Study and analysis of bibliography</th>
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<tr>
<td>Independent work: Paper undertaking</td>
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<tr>
<td>Independent work: Planning and developing original educational material</td>
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</tr>
<tr>
<td>Independent study: Preparation for the written or oral exam</td>
<td>30</td>
</tr>
<tr>
<td><strong>Course total</strong></td>
<td><strong>120</strong></td>
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</table>

**STUDENT PERFORMANCE EVALUATION**

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Final evaluation of students arises from: a. their participation in a written or oral exam, b. undertaking personal or group papers, c. undertaking two personal or group papers, one of which should include planning, developing and presenting original educational material and the other one in analyzing and developing a subject relating to basic administrative issues of primary education school units.

- **Suggested bibliography:**
  - **Course bibliography (Eudoxus)**
    - Σαΐτη Α., Σαΐτης Χ.(2012). Οργάνωση και Διοίκηση της Εκπαίδευσης. Αυτοέκδοση.
  - Teachers e-notes at Moodle.
  - **Additional bibliography for study**
    - Ακολουθεί ακόμη μία σειρά από θεματικής βιβλίου τα οποία αναφέρονται στην πληροφορία του εκπαιδευτικού, όπως και της διοικητικής του διοίκησης.
### EA0074 - Digital literacy in intercultural environments: pedagogical, sociological and legal dimensions

<table>
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<tr>
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<tr>
<td>LEVEL OF STUDIES</td>
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<td>COURSE CODE</td>
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</tr>
<tr>
<td>SEMESTER</td>
<td>Fall</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Digital literacy in intercultural environments: pedagogical, sociological and legal dimensions</td>
</tr>
</tbody>
</table>

**Independent Teaching Activities**

If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**Course Type**

Special background, specialised general knowledge, skills development

**Prerequisite Courses:**

NO

**Language of Instruction and Examinations:**

Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS | YES
---|---

COURSE WEBSITE (URL) |  

### Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

In terms of knowledge, students will be able to know:

- the basic principles of intercultural education,
- how to achieve educational goals in intercultural education using ICT
- the categories of digital literacy for 21st century society,
- factors related to the digital divide and social inequality,
- the characteristics of online communication related to xenophobia and racism.

At the skill and handling level, students will practice:

- in educational design of learning content
- the implementation of educational interventions specifically designed for refugee students
- creating digital productions and processing them with special software (image, sound etc)

At the skill level, the students will practice the following:

- assessing the quality of educational content and
- Improving educational intervention

### General Competences

**Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?**

<table>
<thead>
<tr>
<th>Search for, analysis and synthesis of data and information, with the use of the necessary technology</th>
<th>Project planning and management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapting to new situations</td>
<td>Respect for difference and multiculturalism</td>
</tr>
<tr>
<td>Decision-making</td>
<td>Respect for the natural environment</td>
</tr>
<tr>
<td>Working independently</td>
<td>Showing social, professional and ethical responsibility and</td>
</tr>
<tr>
<td>Team work</td>
<td>Sensitivity to gender issues</td>
</tr>
<tr>
<td>Working in an international environment</td>
<td>Criticism and self-criticism</td>
</tr>
<tr>
<td>Working in an interdisciplinary environment</td>
<td>Production of free, creative and inductive thinking</td>
</tr>
<tr>
<td>Production of new research ideas</td>
<td>Others...</td>
</tr>
</tbody>
</table>

The course aims at the following general competencies:

- Individual work
- Teamwork
- Creative production of digital audiovisual material
- Working in an interdisciplinary environment
• Respect for diversity and multiculturalism
• Demonstrate social, professional and ethical responsibility and gender awareness
• Promoting free, creative, documented, responsible and critical thinking
• Reflection ability

The course focuses on the role of digital media and technologies within a society that has intercultural characteristics. The key issue is how ICT can be used to promote intercultural understanding, combat the digital divide, and to negotiate the current challenges for education such as the integration of refugees in education, digital literacy, xenophobia, racism, etc.

The course contents are divided into three parts. The first part explains concepts and principles that are essential for the understanding of the subject matter and contains the following:
1. Principles of intercultural education
2. Digital literacy
3. Digital divide
4. Design of educational interventions

The second part focuses on educational cross-curricular and interdisciplinary interventions aimed at promoting digital literacy, especially refugee children. Indicative interventions are as follows:
5. Software for refugee students to develop basic ICT skills and communication with the living environment
6. Google Earth: to edit routes and create personal maps
7. Video editing and screencast-o-matic: for self-presentation
8. Animation and Digital Narrative: to present a story
9. Digital organizational chart: for use in the educational process
10. Subtitling and compilation: for active film processing

The third part focuses on legal arrangements around the internet related to its institutionally and socially acceptable, safe use:
11. Racism and xenophobia
12. Digital harassment

DELIVERY
Face-to-face at the Laboratory with the use of P/C or laptop or Distance learning through Moodle MLS

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Yes
The use of ICT is also the subject of the course and concerns teaching, laboratory practice and communication.

TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

STUDENT PERFORMANCE EVALUATION
Laboratory exercises during the semester.
Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, if and where they are accessible to students.

Each student undertakes to design and complete individually or in small groups an educational intervention for student refugees.

The assessment will be based on specific criteria for material production. A prerequisite for teaching performance is the completion of the activities or work undertaken by each student in the Moodle course environment.

- Suggested bibliography:
  - Notes and selected articles by theme.
  - Κρον (2007). Διάλογος – Διαπολιτισμικότητα - Γλωσσική Εμπειρία - Ανάπτυξη Ταυτότητας. Βασικοί Ορισμοί ή Ενδείξεις Προβλήματων, στο Γκόβαρης, Χ., Θεοδωροπούλου, Ε. & Κοντάκος, Α. (επιμ.), Η Παιδαγωγική Πρόκληση της Πολυπολιτισμικότητας. Σημείωμα Θέματος και Πρότυπη της Διαπολιτισμικής Παιδαγωγικής, 165-164, Αθήνα: Ατραπός
  - Κρον, Φ., Σοφός, Α. (2008). Γλωσσική Ευαισθητοποίηση και Νέες Τεχνολογίες. στο Γκόβαρης, Χ. (Επιμ.), Κείμενα για τη Διδακτική Επίδραση και τη Μάθηση στο Πολυπολιτισμικό Σχολείο. Αθήνα, Ατραπός

- Related academic journals:

- Notes and selected articles by theme.
### EA0075 - Tools for Designing Learning Scenarios for Practicum

<table>
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<tr>
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<th>School of Humanities</th>
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<td>SEMESTER</td>
<td>Fall</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Tools for Designing Learning Scenarios for Practicum</td>
</tr>
</tbody>
</table>

#### INDEPENDENT TEACHING ACTIVITIES

If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.

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</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

<table>
<thead>
<tr>
<th>COURSE TYPE</th>
<th>general background, special background, specialised general knowledge, skills development</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREREQUISITE COURSES:</td>
<td>NO</td>
</tr>
<tr>
<td>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</td>
<td>GREEK</td>
</tr>
<tr>
<td>IS THE COURSE OFFERED TO ERASMUS STUDENTS:</td>
<td>NO</td>
</tr>
<tr>
<td>COURSE WEBSITE (URL)</td>
<td><a href="http://www.pre.aegean.gr/course/my0001_en/">http://www.pre.aegean.gr/course/my0001_en/</a></td>
</tr>
</tbody>
</table>

### Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
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- Guidelines for writing Learning Outcomes

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

#### Cognitive level:

- To summarize the various models of practicum.
- To describe the basic characteristics of an educational scenario.
- To recognize the importance of Learning Design.
- To explain the necessity of a learning design tool.
- To recognize the functional characteristics of a learning design tool.

#### Skills level:

- To design a learning scenario.
- To evaluate a learning scenario.

#### Competences level:

- To use specialized software for the representation and visualization of media-enriched learning scenarios.
General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Others...

The course aim to:

- Synthesis of data and information, with the use of the necessary technology
- Working independently.
- Working in an interdisciplinary environment

1. About practicum in initial teacher education
2. Introduction to Learning Design
3. Defining learning outcomes
4. Dimensions of learning scenarios
5. Scenarios based on interdisciplinary approaches and the TPACK model
6. Evaluating learning scenarios
7. Digital repositories
8. Tools for learning design
9. Using CADMOS
10. Designing with CADMOS
11. Using LAMS
12. Designing with LAMS
13. Flipped-classroom with LAMS

DELIVERY
Face-to-face, Distance learning, etc.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students

NAI
Moodle is used to support the lesson during the semester

Teaching Methods
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>39</td>
</tr>
<tr>
<td>Study and analysis of bibliography, tutorials</td>
<td>40</td>
</tr>
<tr>
<td>Project, essay writing</td>
<td>40</td>
</tr>
<tr>
<td>Course total</td>
<td><strong>119</strong></td>
</tr>
</tbody>
</table>
STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

- Suggested bibliography:
  - Teachers’ documents published to Moodle
  - Software user guides and manuals available online

ΕΣ0024 - Creative Drama as an Instructional Strategy in Education

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
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<td>COURSE TITLE</td>
<td>Creative Drama as an Instructional Strategy in Education</td>
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</table>

INDEPENDENT TEACHING ACTIVITIES

If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

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<tr>
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<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

COURSE TYPE

General background

PREREQUISITE COURSES:

No

LANGUAGE OF INSTRUCTION and EXAMINATIONS:

Greek

IS THE COURSE OFFERED TO ERASMUS STUDENTS:

Yes

COURSE WEBSITE (URL)

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

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Guidelines for writing Learning Outcomes

The course mainly focuses on the practical implementation of drama art in education as, for example:

- Play role
- theatrical game,
- theatrical crafts,
- dramatization,
- improvisations, etc.

### General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<table>
<thead>
<tr>
<th>Competence</th>
<th>Course Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working independently</td>
<td>Production of new research ideas, Decision-making, Working independently, Team work, Production of free, creative and inductive thinking, Working in an interdisciplinary environment</td>
</tr>
<tr>
<td>Adapting to new situations</td>
<td></td>
</tr>
<tr>
<td>Decision-making</td>
<td></td>
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<tr>
<td>Working independently</td>
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<tr>
<td>Team work</td>
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<tr>
<td>Working in an international environment</td>
<td></td>
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<tr>
<td>Working in an interdisciplinary environment</td>
<td></td>
</tr>
<tr>
<td>Production of new research ideas</td>
<td></td>
</tr>
</tbody>
</table>

The course aims to the following competences:

- Production of new research ideas
- Decision-making
- Working independently
- Team work
- Production of free, creative and inductive thinking
- Working in an interdisciplinary environment

Theatrical education is the creative process that brings the child into contact with the multiplicity of theatrical action. It aims at assisting the balanced development of children’s intellectual, psychic and aesthetic potential. This is achieved through the theoretical and mainly practical contact with the theatrical art, which enables children to watch theatrical action as spectators, participate as agents, act themselves as creators and experience as actors.

### DELIVERY

Face-to-face, Distance learning, etc.

### USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Use of ICT in teaching, laboratory education, communication with students

### TEACHING METHODS

The manner and methods of teaching are described in detail.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>39</td>
</tr>
<tr>
<td>Study</td>
<td>45</td>
</tr>
</tbody>
</table>
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

<table>
<thead>
<tr>
<th>Study and analysis of bibliography</th>
<th>96</th>
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**STUDENT PERFORMANCE EVALUATION**

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

- Suggested bibliography:
- Related academic journals:

**PA0018 – The family with a child with learning difficulties**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities</th>
</tr>
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<tbody>
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<td>COURSE TITLE</td>
<td>The family with a child with learning difficulties</td>
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</table>

**INDEPENDENT TEACHING ACTIVITIES**

If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

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<tr>
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<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**COURSE TYPE**

Special background

**PREREQUISITE COURSES:**

No

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:**

Greek

**IS THE COURSE OFFERED TO ERASMUS STUDENTS:**

No

**COURSE WEBSITE (URL)**

http://www.pre.aegean.gr/course/ea0001/
Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
• Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
• Guidelines for writing Learning Outcomes

The learning outcomes of the students are the following:
▪ They will be introduced to the basics of qualitative research.
▪ They will be introduced to the writing of a paper.

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?
Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

The general competencies that the degree-holder must acquire are:
▪ They will be acquainted with the competencies necessary to research.
▪ Production of free, creative and inductive thinking

(S) SYLLABUS

This course focuses on the following modules:
▪ Introduction to the qualitative research
▪ Steps to research implementation
▪ Formulation of the main research questions
▪ The qualitative interview
▪ Research design
▪ Kinds of qualitative analysis
▪ Writing a research paper

<table>
<thead>
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<th>Activity</th>
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<td>Lectures</td>
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<tr>
<td>Study</td>
<td>61</td>
</tr>
<tr>
<td>Study and analysis of bibliography</td>
<td>20</td>
</tr>
<tr>
<td>Course total</td>
<td>120</td>
</tr>
</tbody>
</table>

DELIVERY
Face-to-face, Distance learning, etc.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students

TEACHING METHODS
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-
**STUDENT PERFORMANCE EVALUATION**

*Description of the evaluation procedure*

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

- The evaluation of the course is based on
  - The presentation of a paper on a research subject chosen by each student and related to the family.
  - Evaluation criteria are given, and are accessible to students on Moodle from the begging of the semester.

- **Suggested bibliography:**

- **Related scientific journals:**
  - Journal of Intellectual Disabilities, [http://journals.sagepub.com/home/jld](http://journals.sagepub.com/home/jld)
  - Lecturer’s university notes posted on Moodle.
  - Koliadis E. (2010) (Ed.). *Behavior in school. We exploit possibilities. We are facing problems*. Athens: Private edition. [In Greek]

- **Related academic journals:**
  - Disability and Society, [http://www.tandfonline.com/loi/cdso20](http://www.tandfonline.com/loi/cdso20)
  - Disability and Rehabilitation, [http://www.tandfonline.com/loi/idre20](http://www.tandfonline.com/loi/idre20)
  - The Journal of Special Education, [http://journals.sagepub.com/home/sed](http://journals.sagepub.com/home/sed)
  - Journal of Special Education Research, [https://www.jstage.jst.go.jp/browse/specialeducation/](https://www.jstage.jst.go.jp/browse/specialeducation/)

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

*No content outline.*
**PB0029 - Religion and Society**

<table>
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<td>Fall</td>
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<tr>
<td>COURSE TITLE</td>
<td>Religion and Society</td>
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**INDEPENDENT TEACHING ACTIVITIES**

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**COURSE TYPE**

special background

- general background,
- special background, specialised general knowledge, skills development

**PREREQUISITE COURSES:**

NO

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:**

Greece

**IS THE COURSE OFFERED TO ERASMUS STUDENTS**

COURSE WEBSITE (URL)

---

**Learning outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

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- Guidelines for writing Learning Outcomes

**In terms of knowledge, students will be able to:**

- Understand religions in modern society.
- Recognize the political role of religions in Europe and the East
- Assess the basic aspects of Church State relations
- Understand the terms secularism, fundamentalism, religious radicalism, religious tolerance, etc.

**In terms of skills, students will be trained in:**

- The methodological investigation of attitudes and attitudes regarding the social and political presence of religion.
- Practical implementation of qualitative and quantitative methods of social research.
- The Familiarity of Candidate Teachers with Methods of Social Research on Issues Concerning Religion, Religion, Religious Education

**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

| Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management |
| Adapting to new situations | Respect for difference and multiculturalism |
| | Respect for the natural environment |
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

• The course aims to gain the capacity to scientifically explore the social role of religion.
• The course uses the multidimensional analysis of religious information.

1. Investigating the relationship of Religion and Society to traditional and modern societies
2. Forms of Modernity and Secularization
3. Religious Capital and Social Cohesion
4. Exploiting Religions in the Educational Process
5. Methodological Approaches to Religious Research
6. Methods of organizing qualitative and quantitative surveys
7. Questionnaire Organization: Subject, Content, Parameters, Variables
8. Questionnaire dispersion - follow-up of the process
9. Collection, processing of data
10. Evaluation of results through SPSS

DELIVERY
Face-to-face, Distance learning, etc.
Face to face

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students
Using the SPSS statistical packet

TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.
The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure
oral examination

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>40</td>
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<tr>
<td>study and analysis of bibliography</td>
<td>20</td>
</tr>
<tr>
<td>essay writing</td>
<td>40</td>
</tr>
<tr>
<td>Course total</td>
<td>100</td>
</tr>
</tbody>
</table>
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

- Suggested bibliography:

  Μουζέλης, Ν. Νεωτερικότητα και Θρησκευτικότητα, Πόλις 2015
  Πέτρου Ι. Θρησκεία και Κοινωνία, Μπαρμπουάνικς 2012.
  Πέτρου Ι. Κοινωνική Θεωρία και Σύγχρονος Πολιτισμός, Βάνιας 2013
  Καραμούζης, Π. Αθανασιάδης, Η. Θρησκεία, Εκπαίδευση, Μετανεωτερικότητα, Κριτική, 2011.

- Related academic journals:

  Daniele Hervie - Léger, Jean - Paul Willaime, Κοινωνικές θεωρίες και Θρησκεία, Εκδ. Κριτική, 2005.

PB0030 – Cultural and Artistic Models I*

* No content outline.

ΕΓ0029 - ICT Applications in Education

<table>
<thead>
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<th>School of Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
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</tr>
<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>ΕΓ0029</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>Fall</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>ICT Applications in Education</td>
</tr>
</tbody>
</table>

**INDEPENDENT TEACHING ACTIVITIES**

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**COURSE TYPE**
special background, skills development, lab, elective

**PREREQUISITE COURSES**
None

**LANGUAGE OF INSTRUCTION and EXAMINATIONS**
Greek

**IS THE COURSE OFFERED TO ERASMUS STUDENTS**
Yes

**COURSE WEBSITE (URL)**
(6)

### LEARNING OUTCOMES

**Learning outcomes**
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire.
The course’s aim is to give students insights and perspectives on the following.

In terms of knowledge:
1. To know the categories and the wide range of interactive applications.
2. To know the software used to develop interactive multimedia applications.
3. To know the concepts associated with graphics animation.
4. To know the methodology of introducing animation in an application.
5. To know the basic programming concepts such as events, operators, variables, loops, and conditions and how they are implemented with object-oriented programming.
6. To know the methodology to use, modify and import audio files, music, pictures and video.
7. To know the methodology of displaying messages and counters on the screen.

In terms of their skills:
1. Be able to implement a program’s flow using frames.
2. Be able to implement the steps from concept to implementation of an application. Flowcharts.
3. To understand the importance of the design and presentation of an application.
4. To understand the importance of the interface being designed in a manner easily understood by students.

In terms of their competences:
1. Be able to develop multimedia educational applications.

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

| Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management |
| Adapting to new situations | Respect for difference and multiculturalism |
| Decision-making | Respect for the natural environment |
| Working independently | Showing social, professional and ethical responsibility and sensitivity to gender issues |
| Team work | Criticism and self-criticism |
| Working in an international environment | Production of free, creative and inductive thinking |
| Working in an interdisciplinary environment | ...... |
| Production of new research ideas | Others... |

The course aims at the following general competences:

- Adapting to new situations
- Decision-making
- Working independently
• Team work  
• Working in an interdisciplinary environment  
• Production of new research ideas

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.

**DELIVERY**  
Face-to-face, Distance learning, etc.

Face-to-face using PCs and/or laptops

**USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**  
Use of ICT in teaching, laboratory education, communication with students

**YES**  
ICT is the subject of the course

**TEACHING METHODS**

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>10</td>
</tr>
<tr>
<td>Lab exercises</td>
<td>30</td>
</tr>
<tr>
<td>Independent study</td>
<td>30</td>
</tr>
<tr>
<td>Application development</td>
<td>40</td>
</tr>
<tr>
<td>Writing and presentation of a paper</td>
<td>10</td>
</tr>
</tbody>
</table>

**Course total**: 120

**STUDENT PERFORMANCE EVALUATION**

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Lab exercises during the course of the semester.

Students (in groups) have to write and present a short paper discussing topics related to ICT applications in education.

Final exam. Students have to design and develop an application, using the software tools provided during the course. The application must have an 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
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
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<tr>
<td>COURSE CODE</td>
<td>ΕΓ0032</td>
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<td>SEMESTER</td>
<td>Fall</td>
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<tr>
<td>COURSE TITLE</td>
<td>Students’ Conceptions of Science and Their Teaching Approaches</td>
</tr>
</tbody>
</table>

**INDEPENDENT TEACHING ACTIVITIES**

if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**COURSE TYPE**

- General background.
- Skills development.

**PREREQUISITE COURSES:**

- No

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:**

- Greek

**IS THE COURSE OFFERED TO ERASMUS STUDENTS:**

- Yes

**COURSE WEBSITE (URL)**


**Learning outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

At the end of the course unit, the student is expected to be able to:

- explain their choices and the methodology they used during its implementation.
(a) explain students' conceptions on some selected concepts and phenomena in science;
(b) use techniques to overcome these conceptions;
(c) use the teaching methods to teach some selected topics in science effectively;
(d) judge the effectiveness of instruction in primary schools.

**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Others

The framework of this subject involves:

(a) a study of the basic concepts of Science Education,
(b) the examination of pupils’ conceptions about concepts and phenomena of science,
(c) analysis of constructivism,
(d) collaborative learning and use of ICT in science teaching,
(e) the usefulness of research data in improving science teaching and
(f) the development of contemporary teaching materials, in addition to the analysis of learning strategies in science.

**DELIVERY**

Face-to-face, Distance learning, etc.

**USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**

Use of ICT in teaching, laboratory education, communication with students

**TEACHING METHODS**

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures, Seminars</td>
<td>39</td>
</tr>
<tr>
<td>Hours of non-directed study</td>
<td>110</td>
</tr>
</tbody>
</table>
The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

| Course total | 149 |

**STUDENT PERFORMANCE EVALUATION**

*Description of the evaluation procedure*

- Written work (50%) and oral exams (50%).
- Open-ended questions.

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

**- Suggested bibliography:**


- **- Related academic journals:**

  - International Journal of Science Education
  - Science Education
  - Journal of Research in Science Teaching
  - Research in Science Education
  - Journal of Science Education and Technology
  - Science & Education
  - The Electronic Journal of Science Education
  - Eurasia Journal of Mathematics, Science and Technology Education
  - International Journal of Environmental & Science Education
  - International Journal of Math and Science Education
  - Studies in Science Education

**ΕΓ0038 - Development of Virtual Worlds for Teaching Subjects in Primary School**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
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</table>
COURSE CODE: ΕΓ0038
SEMESTER: Fall

COURSE TITLE: Development of Virtual Worlds for Teaching Subjects in Primary School

INDEPENDENT TEACHING ACTIVITIES
if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

COURSE TYPE: special background, skills development, lab, elective

PREREQUISITE COURSES: None

LANGUAGE OF INSTRUCTION and EXAMINATIONS: Greek

IS THE COURSE OFFERED TO ERASMUS STUDENTS: Yes

COURSE WEBSITE (URL):

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
• Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
• Guidelines for writing Learning Outcomes

By the end of this course, students will be able.

In terms of knowledge:
1. Know the advanced capabilities of the virtual worlds developing programs.

In terms of their skills:
1. Use all of the features the virtual worlds developing software programs virtual worlds provide.

In terms of their competences:
1. Develop advanced and complex 3D virtual worlds for educational usage.

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology, Project planning and management
Adapting to new situations, Respect for difference and multiculturalism
Decision-making, Respect for the natural environment
Working independently, Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work, Criticism and self-criticism
Working in an international environment, Production of free, creative and inductive thinking
Working in an interdisciplinary environment, Others...

Production of new research ideas, Others...

The course aims at the following general competences:
• Adapting to new situations
• Decision-making
• Working independently
• Team work
• Working in an interdisciplinary environment
• Production of new research ideas

The course is the continuation of the compulsory course "Technological and Didactical Innovations: Virtual Reality". Deepens and specifies 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.

<table>
<thead>
<tr>
<th>DELIVERY</th>
<th>Face-to-face using PCs and/or laptops</th>
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<table>
<thead>
<tr>
<th>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</th>
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</thead>
<tbody>
<tr>
<td>Use of ICT in teaching, laboratory education, communication with students</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>ICT is the subject of the course</td>
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<table>
<thead>
<tr>
<th>TEACHING METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</td>
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</tbody>
</table>

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
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<tr>
<td>Lectures</td>
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<td>Lab exercises</td>
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<td>Independent study</td>
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<td>Application development</td>
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<table>
<thead>
<tr>
<th>STUDENT PERFORMANCE EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the evaluation procedure</td>
</tr>
</tbody>
</table>

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other |

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Lab exercises during the course of the semester.

Final exam. Students have to design and develop an application, using the software tools provided during the course. The application must have an 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.

- Suggested bibliography:
EΓ0041 – Assessment and Evaluation in Mathematics: Classical and Contemporary Theories with the Use of New Technologies*

* No content outline.

ΕΔ0023 - The Diffusion of Aesopic Fables in Europe

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Humanities</th>
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<tbody>
<tr>
<td>ACADEMIC UNIT</td>
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<tr>
<td>LEVEL OF STUDIES</td>
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<td>COURSE CODE</td>
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<tr>
<td>SEMESTER</td>
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<td>COURSE TITLE</td>
<td>The Diffusion of Aesopic Fables in Europe</td>
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<table>
<thead>
<tr>
<th>Independent Teaching Activities</th>
<th>Weekly Teaching Hours</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. if the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</td>
<td>3</td>
<td>4</td>
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</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

<table>
<thead>
<tr>
<th>COURSE TYPE</th>
<th>Special background</th>
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<tbody>
<tr>
<td></td>
<td>Specialised general knowledge</td>
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<table>
<thead>
<tr>
<th>PREREQUISITE COURSES:</th>
<th>Yes. Folklore: Introduction to Folkloristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</td>
<td>Greek</td>
</tr>
<tr>
<td>IS THE COURSE OFFERED TO ERASMUS STUDENTS:</td>
<td>Yes</td>
</tr>
<tr>
<td>COURSE WEBSITE (URL)</td>
<td><a href="http://www.pre.aegean.gr/course/ed0023_en/">http://www.pre.aegean.gr/course/ed0023_en/</a></td>
</tr>
</tbody>
</table>

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

On a cognitive basis,
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.

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?
- Search for, analysis and synthesis of data and information
- Project planning and management
<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
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<tr>
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<tr>
<td>Essay writing</td>
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<tr>
<td>Oral examination</td>
<td></td>
</tr>
<tr>
<td>Short-answer questions</td>
<td></td>
</tr>
<tr>
<td>Open-ended questions</td>
<td></td>
</tr>
<tr>
<td>Project's public presentation</td>
<td></td>
</tr>
<tr>
<td>Course total</td>
<td>120</td>
</tr>
</tbody>
</table>

### DELIVERY

**Face-to-face, Distance learning, etc.**

**USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**

Use of ICT in teaching, laboratory education, communication with students

- **Face-to-face**
- **Yes**

### TEACHING METHODS

The manner and methods of teaching are described in detail.

- Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

### STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.
ΕΔ0025 - Modern Aspects of Folk Literature

<table>
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<tr>
<th>SCHOOL</th>
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</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
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<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
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<td>COURSE CODE</td>
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</tr>
<tr>
<td>SEMESTER</td>
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<td>COURSE TITLE</td>
<td>Modern Aspects of Folk Literature</td>
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**INDEPENDENT TEACHING ACTIVITIES**

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
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</tr>
</thead>
<tbody>
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<td>4</td>
</tr>
</tbody>
</table>

*Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).*

**COURSE TYPE**

- general background
- special background, specialised general knowledge, skills development

**PREREQUISITE COURSES:**

Yes. Folklore: Introduction to Folkloristics

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:**

Greek

**IS THE COURSE OFFERED TO ERASMUS STUDENTS:**

Yes

**COURSE WEBSITE (URL)**

http://www.pre.aegean.gr/course/ed0025_en/

**Learning outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

**On a cognitive basis,**

the familiarization with the genres of folk literature, an ongoing and ever changing phenomenon, studied by folklorists not only as a literary but also as an historical and social event. Furthermore, the utilization of their artistic and pedagogic value of these genres, whose main goal, as is the case with all kinds of Folk Art, lies in the fulfillment of collective needs.

**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information
- Project planning and management
- with the use of the necessary technology
- Respect for difference and multiculturalism
<table>
<thead>
<tr>
<th>Adapting to new situations</th>
<th>Respect for the natural environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision-making</td>
<td>Showing social, professional and ethical responsibility and sensitivity to gender issues</td>
</tr>
<tr>
<td>Working independently</td>
<td>Criticism and self-criticism</td>
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<tr>
<td>Team work</td>
<td>Production of free, creative and inductive thinking</td>
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<tr>
<td>Working in an international environment</td>
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<tr>
<td>Working in an interdisciplinary environment</td>
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<tr>
<td>Production of new research ideas</td>
<td></td>
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<tr>
<td>Search for, analysis and synthesis of data and information, with the use of the necessary technology</td>
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<td>Adapting to new situations</td>
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<td>Production of new research ideas</td>
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<td>Respect for difference and multiculturalism</td>
<td></td>
</tr>
<tr>
<td>Respect for the natural environment</td>
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</table>

1. Folk literature genres
2. The form and function of each genre through examples
3. Genre and sub-genre comparative study
4. Modern folk literature and I.C.T.
5. Suggestions for a didactic utilization
6. Analytical presentation and elaboration of each genre: Incantations
7. Riddles
8. Proverbs
9. Myths
10. Legends
11. Tales
12. Fables
13. Revision

**DELIVERY**
Face-to-face, Distance learning, etc.

**USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**
Use of ICT in teaching, laboratory education, communication with students

Yes
In communication with students

**TEACHING METHODS**
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

<table>
<thead>
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<th>Activity</th>
<th>Semester workload</th>
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<td>Study and analysis of bibliography</td>
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<td>Essay writing</td>
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<td>Course total</td>
<td>120</td>
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**STUDENT PERFORMANCE EVALUATION**
Description of the evaluation procedure
Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, Oral examination
Short-answer questions
Open-ended questions
Public presentation
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

- Suggested bibliography:
  
  Μ. Γ. Μερακλής, Γ. Παπαντωνάκης κ.ά. (επιμ.), Το παραμύθι από τους αδελφούς Grimm στην εποχή μας. Διάδοση και μελέτη, εκδ. Gutenberg, Αθήνα 2017
  
  Άννα Λυδάκη, Ίσκιοι κι αλαφροίσκιωτοι, εκδ. Ελληνικά γράμματα, Αθήνα 2003
  
  Μηνάς Αλ. Αλεξιάδης, Έντυπα μέσα επικοινωνίας και λαϊκός πολιτισμός, εκδ. Καρδαμίτσα, Αθήνα 2011
  
  Μ. Γ. Μερακλής, Έντεχνος λαϊκός λόγος, εκδ. Καρδαμίτσα, Αθήνα 1993
  
  
  Μαρία Γκασούκα, Ξανθίππη Φουλίδη, Σύγχρονοι ορίζοντες των λαογραφικών σπουδών, εκδ. Ι. Σιδέρης, Αθήνα 2012

- Related academic journals:
  
  Λαογραφία, Ελληνική Λαογραφική Εταιρεία

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

* No content outline.

ΕΔ0049 - History of the Greek language*

* No content outline.

ΕΔ0050 - Discourse Analysis *

* No content outline.

ΕΔ0051 - Gender and Language*

* No content outline.

ΡΔ0017 – Language Teaching and New Technologies (Research)
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

<table>
<thead>
<tr>
<th>COURSE TYPE</th>
<th>General background</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREREQUISITE COURSES:</td>
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</tr>
<tr>
<td>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</td>
<td>Greek</td>
</tr>
<tr>
<td>IS THE COURSE OFFERED TO ERASMUS STUDENTS:</td>
<td>Yes</td>
</tr>
<tr>
<td>COURSE WEBSITE (URL)</td>
<td><a href="http://www.pre.aegean.gr/course/rd0017/">http://www.pre.aegean.gr/course/rd0017/</a></td>
</tr>
</tbody>
</table>

**Learning outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Upon completion of the course students will have the ability to create electronic learning environments for teaching / learning of Greek as a second or foreign language

**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision making
- Team work
- Working independently
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Respect for difference and multiculturalism
- Production of free, creative and inductive thinking
- Project planning and management
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensibility to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Others...

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
Then they will take part in critical analyses 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.

**DELIVERY**

| Face-to-face, Distance learning, etc. | Face-to-face |

**USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**

| Use of ICT in teaching, laboratory education, communication with students | Yes |

**TEACHING METHODS**

The manner and methods of teaching are described in detail.

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

**STUDENT PERFORMANCE EVALUATION**

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

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)

- Suggested bibliography:

  α) Εγχειρίδια του μαθήματος:

  β) Συμπληρωματική βιβλιογραφία:
RΔ0022 - Women's Intellectual Writing in Hellenic Communities abroad

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
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<td>LEVEL OF STUDIES</td>
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<td>SEMESTER</td>
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<td>COURSE TITLE</td>
<td>Women's Intellectual Writing in Hellenic Communities abroad</td>
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</table>

INDEPENDENT TEACHING ACTIVITIES
if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

COURSE TYPE
- Special background
- Specialised general knowledge

PREREQUISITE COURSES:
- No

LANGUAGE OF INSTRUCTION and EXAMINATIONS:
- Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS

Yes

COURSE WEBSITE (URL)
http://www.pre.aegean.gr/course/rd0022_en/

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
• Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
• Guidelines for writing Learning Outcomes

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.

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
Others...

skills:
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.

DELIVERY
Face-to-face, Distance learning, etc.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students
Yes

in communication with students

TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>39</td>
</tr>
<tr>
<td>Study and analysis of bibliography</td>
<td>81</td>
</tr>
<tr>
<td>Essay writing</td>
<td>30</td>
</tr>
</tbody>
</table>
STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other.

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Course total | 140

- Suggested bibliography:
  - Αναστασοπούλου, Μ. (2012). Η συνετή απόστολος της γυναικείας χειραφεσίας. Καλλιρρόη Παρέν. Η ζωή και το έργον. Αθήνα: Σύλλογος προς διάδοση ωφελίμων βιβλίων
  - Christoudoulidou, L. «Sappho Léondias (1832-1900) : 'Figure citoyenne majeure de la Nation'», Cahiers balkaniques, revue du Centre d’études balkaniques de l'INALCO, numéro hors-série, Les élites grecques modernes, XVIIIe – XXe siècles : Identités modes d’action, représentations, Paris, Publications Langues O’, 2015, 175-188. 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)
  - Kanver, E. (2012). ‘Εμφυλίες κοινωνικές διεκδικήσεις από την οθωμανική αυτοκρατορία στην Ελλάδα και στην Τουρκία. Ο κόσμος μιας χριστιανής δασκάλας. Αθήνα: Παπαζήσης
  - Κοντογιάννη, Β. (επιμ.) (2008). Λόγος γυναικών. Αθήνα: Ελληνικό Λογοτεχνικό και Ιστορικό Αρχείο
  - Ριζίκη, Ε. (2007). Οι «γράφουσες» Ελληνίδες. Αθήνα: Κατάρτι
  - Χριστοδουλίδου Λουίζα, «Γύρω από την ιδρυση του Αναγνωστηρίου “Η Αίγλη” στη Σύμη : Ένα ποίημα και μια επιστολή της Σαπφούς Λεοντιάδου», Μικροφιλολογικά 33 (Ανοιξη 2013) 3-8

- Related academic journals:
### EA0003 – Epistemology and Didactics

<table>
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<tr>
<th>SCHOOL</th>
<th>Of Humanities</th>
</tr>
</thead>
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<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
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<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
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<td>COURSE CODE</td>
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<td>SEMESTER</td>
<td>Spring</td>
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<td>COURSE TITLE</td>
<td>Epistemology and Didactic</td>
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**INDEPENDENT TEACHING ACTIVITIES**

If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
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</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**COURSE TYPE**

General background, special background, specialised general knowledge, skills development

**PREREQUISITE COURSES:**

It is recommended that students have taken the lecture ‘Theories of Learning’

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:**

Greek

**IS THE COURSE OFFERED TO ERASMUS STUDENTS**

No

**COURSE WEBSITE (URL)**

http://www.pre.aegean.gr/course/

### Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

#### Knowledge:

Upon completion of the course students:

- will have been introduced to the main epistemological theories
- will have been introduced to different Didactics that correspond to different epistemological theories

#### Skills:

Upon completion of the course:

- will have the ability to adjust their didactic style according to the students’ actual knowledge background as well as according to certain teaching materials

#### General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology  
Project planning and management  
Respect for difference and multiculturalism
Adapting to new situations | Respect for the natural environment
Decision-making | Showing social, professional and ethical responsibility and sensitivity to gender issues
Working independently | Criticism and self-criticism
Team work | Production of free, creative and inductive thinking
Working in an international environment | Others...
Working in an interdisciplinary environment | Others...
Production of new research ideas | Others...

This course aims to introduce students on the one side to epistemological theories and ways of reasoning, on the other side to distinct didactical approaches. The intention is to make clear that there is need for a constant adjustment of didactical practices according to the students’ actual knowledge background.

DELIVERY
Face-to-face, Distance learning, etc.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students

Yes

In communication with students,
Use of ICT in teaching (moodle)

TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

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<td>Students’ study of the literature</td>
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STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure
Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Short essays (30%) (compulsory)
Oral presentation (70%)

a) Basic Textbooks:

- ΚΟΥΣΕΛΗΣ, Γ. (1991): Ενάντια στα φαινόμενα, Αθήνα: νήσος
b) Additional References:

- Kuhn, Th. S. (1981): Η δομή των επιστημονικών επαναστάσεων, Θεσσαλονίκη: Σύγχρονα Θέματα

EA0032 - Models of Interaction Between Family and School Systems

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<th>WEEKLY TEACHING HOURS</th>
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<td>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</td>
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Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

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<th>COURSE TYPE</th>
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<td>Special background</td>
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<th>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</th>
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</table>

<table>
<thead>
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<th>IS THE COURSE OFFERED TO ERASMUS STUDENTS</th>
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<th><a href="http://www.pre.aegean.gr/course/ea0001/">http://www.pre.aegean.gr/course/ea0001/</a></th>
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Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Students will acquire the ability to deal with their relationship with the families of their students. More specifically:

1. They will have the theoretical tools that will help them build a relationship of cooperation between the school and the families of their students.
2. They will be able to function as agents of prevention for future problematic behavior of their students.
3. They will be able to deal with different crisis that may appear between families and the school or in families themselves.

**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Others...

The general competencies that the degree-holder must acquire are:

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Team work
- Working in an interdisciplinary environment
- Respect for difference
- Criticism and self-criticism
- Production of free, creative and inductive thinking

The course deals with the relationship between school and family. It teaches the different systemic theoretical tools that will help the future teacher strengthen this relationship. More specifically, students are taught the following moduls:

- Introduction to General System Theory
- Family as a system
- Historical account of the theoretical models of the Family – school relationship
- Joyce Epstein’s School-Family-Community Partnership systemic model
- Bronfenbrenner’s Ecological System model
- Psychological/emotional connectedness of the student to the school
- Collaboration between students and their parents to the school
- Parental involvement
- The school director as an agent of the creation of the school climate.
- The importance of school as a factor in the prevention of psychopathology
- The teacher’s “therapeutic” role.

**DELIVERY**

Face-to-face, Distance learning, etc.

Face-to-face and distance learning through Moodle

**USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**

Use of ICT in teaching, laboratory education, communication with students

Use of ICT in teaching and communication with students

**TEACHING METHODS**

The manner and methods of teaching are described in detail.

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>39</td>
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<tr>
<td>Study</td>
<td>61</td>
</tr>
<tr>
<td>Study and analysis of bibliography</td>
<td>20</td>
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</table>

...
directed study according to the principles of the ECTS

| Course total | 120 |

**STUDENT PERFORMANCE EVALUATION**

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

The evaluation of the course is based on

The evaluation of the course is taking place in Greek. Students take a written exam. They have to answer open ended questions

Evaluation criteria are given, and are explained to students from the beginning of the semester

- Suggested bibliography:
  - Lecturer’s university notes.

**Related scientific Journals:**
- International Journal of Educational Research, [https://www.journals.elsevier.com/international-journal-of-educational-research/](https://www.journals.elsevier.com/international-journal-of-educational-research/)

EA0051 – Family and "A School for All"

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
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<td>LEVEL OF STUDIES</td>
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<tr>
<td>COURSE CODE</td>
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<tr>
<td>SEMESTER</td>
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</tr>
<tr>
<td>COURSE TITLE</td>
<td>Family and &quot;A School for All&quot;</td>
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</tbody>
</table>

**INDEPENDENT TEACHING ACTIVITIES**

if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**COURSE TYPE**

Special background

**PREREQUISITE COURSES:**

No

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:**

Greek

**IS THE COURSE OFFERED TO ERASMUS STUDENTS:**

Yes (in English)

**COURSE WEBSITE (URL)**

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

This course will introduce students into family raising a child with special need and special education. Also, students will gain knowledge about:
(1) the function and the organization of a family raising a child with special educational needs
(2) the importance of the collaboration between family and school
(3) the obstacles and the proposals for functional collaboration between school and family

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

| Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management |
| Adapting to new situations | Respect for difference and multiculturalism |
| Decision-making | Showing social, professional and ethical responsibility and |
| Working independently | Sensitivity to gender issues |
| Team work | Criticism and self-criticism |
| Working in an international environment | Production of free, creative and inductive thinking |
| Working in an interdisciplinary environment | Others... |

The general competencies that the degree-holder must acquire are:
- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Respect for difference
- Criticism and self-criticism
- Production of free, creative and inductive thinking

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. This course includes the following topics:
- 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.

| DELIVERY | Face-to-face and distance learning through Moodle |
| USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY | Use of ICT in teaching and communication with students |
Use of ICT in teaching, laboratory education, communication with students

TEACHING METHODS
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

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<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
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</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>39</td>
</tr>
<tr>
<td>Study</td>
<td>61</td>
</tr>
<tr>
<td>Study and analysis of bibliography</td>
<td>20</td>
</tr>
<tr>
<td>Course total</td>
<td>120</td>
</tr>
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</table>

STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other.

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

The evaluation of the course is based on
- Written exams: multiple choice, true – false, critical thinking and development
- Optional prosthetic essays (grades: 0 to 3, in a 10 point scale), during the lectures

Evaluation criteria are given, and are accessible to students on Moodle from the begging of the semester

(7) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
  - Lecturer's university notes posted on Moodle.

Related academic journals:
- The Journal of Special Education, http://journals.sagepub.com/home/sed
- Journal of Special Education Research, https://www.jstage.jst.go.jp/browse/specialeducation/

**EA0053 – Introduction to Psychology**

<table>
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<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
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<td>LEVEL OF STUDIES</td>
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<td>COURSE CODE</td>
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<td>SEMESTER</td>
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<tr>
<td>COURSE TITLE</td>
<td>Introduction to Psychology</td>
</tr>
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</table>
INDEPENDENT TEACHING ACTIVITIES

if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

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</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

COURSE TYPE

General background

PREREQUISITE COURSES:

No

LANGUAGE OF INSTRUCTION and EXAMINATIONS:

Greek

IS THE COURSE OFFERED TO ERASMUS STUDENTS:

Yes

COURSE WEBSITE (URL)

http://www.pre.aegean.gr/course/ea0053_en/

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing 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.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Project planning and management
- Adapting to new situations
- Respect for difference and multiculturalism
- Decision-making
- Respect for the natural environment
- Working independently
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Team work
- Criticism and self-criticism
- Working in an international environment
- Production of free, creative and inductive thinking
- Working in an interdisciplinary environment
- Others...
- Production of new research ideas
- Others...

The general competencies that the degree-holder must acquire are:

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Working independently
- Team work
- Respect for difference and multiculturalism
- Criticism and self-criticism
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.

DELIVERY
Face-to-face, Distance learning, etc.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students

TEACHING METHODS
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure
Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

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

(8) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
  a) Textbooks:
  b) Additional references:

EA0064 - Developing Digital Content for e-Learning and K-12
Online Education with Moodle
<table>
<thead>
<tr>
<th><strong>ACADEMIC UNIT</strong></th>
<th>Primary Education Department</th>
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</thead>
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<tr>
<td><strong>COURSE CODE</strong></td>
<td>EA0064</td>
</tr>
<tr>
<td><strong>SEMMESTER</strong></td>
<td>Spring</td>
</tr>
<tr>
<td><strong>COURSE TITLE</strong></td>
<td>Developing Digital Content for e-Learning and K-12 Online Distance Education with Moodle</td>
</tr>
</tbody>
</table>

**INDEPENDENT TEACHING ACTIVITIES**

If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.

<table>
<thead>
<tr>
<th><strong>WEEKLY TEACHING HOURS</strong></th>
<th><strong>CREDITS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**COURSE TYPE**

- general background, special background, specialised general knowledge, skills development
- special background, skills development

**PREREQUISITE COURSES:**

- NO

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:**

- GREEK

**IS THE COURSE OFFERED TO ERASMUS STUDENTS:**

- NAI

**COURSE WEBSITE (URL)**

http://www.pre.aegean.gr/course/ea0064_en/

**Learning outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

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

**Cognitive level:**

- To describe the characteristics of the online distance education, emphasizing to K-12 education.
- To recognize the didactic operations of the educational material for e-learning.
- To describe the main functionalities of asynchronous and synchronous teleconference systems.
- To describe the main functionalities of authoring tools.

**Skills level:**

- To use the main functionalities of Moodle.
- To use a specific authoring tool to create SCORM-based courses.

**Competences level:**

- To design and implement a basic e-learning course for K-12 online distance education.

**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Project planning and management
- Respect for difference and multiculturalism
- Adapting to new situations
- Respect for the natural environment
### Decision-making
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Others...

### Working in an interdisciplinary environment
- ++

### Working in an international environment
- ++

### Working independently
- ++

### Team work
- ++

---

**The course aim to:**

- Synthesis of data and information, with the use of the necessary technology
- Working independently.

---

1. E-learning and K-12 Online Distance Education
2. Developing educational content for Online Distance Education
3. Introduction to ADDIE Instructional Design Model
4. Evaluation criteria for e-learning courses
5. Introduction to Learning Management Systems (LMS) and Moodle
6. Moodle and content development
7. Moodle and communication
8. Moodle and collaboration
9. Moodle and evaluation
10. Introduction to Authoring Tools
11. Basic functionalities of CourseLab
12. Creating SCORM-based content for Moodle
13. E-learning courses: various case studies

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<table>
<thead>
<tr>
<th>DELIVERY</th>
<th>Face-to-face (laboratory or BYOD)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</th>
<th>NAI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of ICT in teaching, laboratory education, communication with students</td>
<td>Moodle is used to support the lesson during the semester</td>
</tr>
</tbody>
</table>

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### TEACHING METHODS

The manner and methods of teaching are described in detail.

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>13</td>
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<tr>
<td>Laboratory practice</td>
<td>26</td>
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<tr>
<td>Study and analysis of bibliography, tutorials</td>
<td>40</td>
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<td>Project, essay writing</td>
<td>40</td>
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<tr>
<td>Course total</td>
<td>119</td>
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### STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Project-based essay with public presentation.
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

**Suggested bibliography:**
- Teachers’ documents published to Moodle
- Moodle Docs [https://docs.moodle.org/32/en/Main_page](https://docs.moodle.org/32/en/Main_page)

**Related academic journals:**
- International Journal of Emerging Technologies in Learning [http://www.online-journals.org/i-jet](http://www.online-journals.org/i-jet)

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

<table>
<thead>
<tr>
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<tbody>
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<td>LEVEL OF STUDIES</td>
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<td>SEMESTER</td>
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<td>COURSE TITLE</td>
<td>Pedagogical Uses of the Cinema, Reportage, Documentaries and the Internet in the Educational Process Workshop - Media Literacy</td>
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</tbody>
</table>

**INDEPENDENT TEACHING ACTIVITIES**

if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
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</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**COURSE TYPE**
- Special background, specialised general knowledge, skills development

**PREREQUISITE COURSES:**
- No

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:**
- Greek

**IS THE COURSE OFFERED TO ERASMUS STUDENTS:**
- No

**COURSE WEBSITE (URL)**

**Learning outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Intended learning outcomes after successful completion of the course students will be able:
- at the level of knowledge:
  - to know the structure of f digital audiovisual film
- to distinguish the special features of animation, short length film, documentary and reportage
- to plan the experimental implementation of the digital audiovisual film

at the level of skills:
- to create the summary, script and storyboard of the digital audiovisual film
- to shoot individual scenes
- to select and mount downloads with digital tape processing software

at the level of ability:
- to skillfully handle the online environment in which they work
- to implement the educational application they designed to solve learning problems

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Others...

The course aims at the following general competencies:

- Individual work
- Team work
- Creative production of digital audio-visual material
- Working in an interdisciplinary environment
- Production of free, creative and inductive thinking
- Reflection ability

The course is organized in the form of a workshop for the creative production of a digital audiovisual product, which can take the form of animation, short film, documentary, reportage. The aim is the experimentation and practicing students in audiovisual literacy classes, for the pedagogical exploitation of various types of film in education. The workshop addresses the following topics:

1. Film analysis
2. Basic film components
3. Basic Features of Animation
4. Basic features of the documentary
5. Key features of reporting
6. Investigating the thematic field for audiovisual production
7. Create, summarize, script and storyboard
8. Capping persons and documenting their characteristics
9. Taking scenes
10. Editing
11. Integration of digital audiovisual production
12. Support for the project
13. Criteria for assessing digital audiovisual production

DELIVERY

Face-to-face, Distance learning, etc.

Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Use of ICT in teaching, laboratory education, communication with students

YES

For this lesson, the online Moodle platform uses electronic texts, digital study resources and work environments. Through this online environment, students are communicated, updated, and job assignments are given.

TEACHING METHODS

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

Activity | Semester workload
---|---
Lectures | 15
Study and analysis of bibliography | 50
Laboratory practice | 24
Project design | 10
Audiovisual creation | 20
Counseling | 4
Course total | 123

STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

The evaluation is based on 2 axes:

a) the active participation of the students in the educational process, which is ensured by their work on a specific work that is considered a prerequisite for understanding the content of the course and their participation in the final examinations; and

b) Deliverable

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.

- Suggested bibliography:
  - Instructor’s notes

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

<table>
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<tbody>
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<td>LEVEL OF STUDIES</td>
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<td>Education of students with severe special educational needs and/or disabilities</td>
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INDEPENDENT TEACHING ACTIVITIES

if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

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<thead>
<tr>
<th>COURSE TYPE</th>
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<tbody>
<tr>
<td>PREREQUISITE COURSES</td>
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<tr>
<td>LANGUAGE OF INSTRUCTION and EXAMINATIONS</td>
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<tr>
<td>IS THE COURSE OFFERED TO ERASMUS STUDENTS</td>
<td>Yes (in English)</td>
</tr>
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<td>COURSE WEBSITE (URL)</td>
<td><a href="http://www.pre.aegean.gr/course/ea0070/">http://www.pre.aegean.gr/course/ea0070/</a></td>
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</table>

### Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

In this course, students will gain knowledge about: (a) the aetiology, (b) the clinical characteristics and (c) the educational treatment of students with severe special educational needs and/or disabilities, such as: mental disability, autistic spectrum disorders, physical and motor disabilities, sensory impairments: sight or hearing, multiple disabilities, and chronic illness

### General Competences

Taking into consideration the general competences that the degree-holer must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

The general competencies that the degree-holder must acquire are:
- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Respect for difference
- Criticism and self-criticism
- Production of free, creative and inductive thinking

This course focuses on the assessment and the education of students with severe disabilities. Specifically, the course examines the following cases:
- Mental disability
- Autistic spectrum disorders
- Physical and motor disabilities
- Sensory impairments: sight
- Sensory impairments: hearing
- Multiple disabilities
- Chronic illness

DELIVERY
Face-to-face and distance learning through Moodle

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
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</tr>
<tr>
<td>Study</td>
<td>61</td>
</tr>
<tr>
<td>Study and analysis of</td>
<td>20</td>
</tr>
<tr>
<td>bibliography</td>
<td></td>
</tr>
<tr>
<td>Course total</td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

TEACHING METHODS
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure
Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

The evaluation of the course is based on
- Written exams: multiple choice, true – false, critical thinking and development
- Optional prosthetic essays (grades: 0 to 3, in a 10 point scale), during the lectures

Evaluation criteria are given, and are accessible to students on Moodle from the begging of the semester.

Suggested bibliography:
- Lecturer's university notes posted on Moodle.
- Koliadis E. (2010) (Ed.). Behavior in school. We exploit possibilities. We are facing problems. Athens: Private edition. [In Greek]

Related academic journals:
- Disability and Society, http://www.tandfonline.com/loi/cdso20
- Disability and Rehabilitation, http://www.tandfonline.com/loi/idre20
- The Journal of Special Education, http://journals.sagepub.com/home/sed
- Journal of Special Education Research, https://www.jstage.jst.go.jp/browse/specialeducation/
EA0072 – Drama in Education

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities</th>
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<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
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<td>LEVEL OF STUDIES</td>
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<td>COURSE CODE</td>
<td>EA0072</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>Spring</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Innovation and Converging Practices in Drama Education</td>
</tr>
</tbody>
</table>

**INDEPENDENT TEACHING ACTIVITIES**
if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

<table>
<thead>
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<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**COURSE TYPE**
specialized general Knowledge

**PREREQUISITE COURSES**:
No

**LANGUAGE OF INSTRUCTION and EXAMINATIONS**:
Greek

**IS THE COURSE OFFERED TO ERASMUS STUDENTS**:
Yes

**COURSE WEBSITE (URL)**

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**Learning outcomes**
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The students will:
- be well versed in the intricacies of Drama from a teacher’s standpoint
- be able to appreciate the finer points of drama as a tool for teaching, both for soft skills and for character building
- focus on the use of drama as a tool for understanding bigger issues concerning society and abstract notions in life.
- know and understand the basic rules and structure of Process Drama
- create lesson plans, some of which includes use and integration of IT with creative approach learners’ interest.

**General Competences**
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Working independently
- Project planning and management
- with the use of the necessary technology
- Respect for difference and multiculturalism
- Adapting to new situations
- Respect for the natural environment
- Decision-making
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Working independently

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The course aims to develop the following competences:

- Production of new research ideas
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Production of free, creative and inductive thinking
- Working in an interdisciplinary environment

Drama is a powerful teaching tool. It is both an art form and an effective teaching and learning methodology, which has been shown to operate successfully in formal and non-formal educational settings. Students will be introduced to the philosophies underpinning this creative educational approach, to its history, and to a wide range of drama and theatre education techniques and to their use in diverse educational contexts.

### DELIVERY

<table>
<thead>
<tr>
<th>Face-to-face, Distance learning, etc.</th>
<th>Face-to-face</th>
</tr>
</thead>
</table>

### USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

<table>
<thead>
<tr>
<th>Use of ICT in teaching and communication with students</th>
</tr>
</thead>
</table>

### TEACHING METHODS

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

### STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure

- Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

- Suggested bibliography:

- Related academic journals:
# EA0073 – A typical, Non-Conventional Forms of Education - Life-long Learning*

* No content outline.

# PA0024 – Professional specialization of teachers: a research project

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
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<tr>
<td>COURSE CODE</td>
<td>PA0024</td>
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<tr>
<td>SEMESTER</td>
<td>Spring</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Professional specialization of teachers: a research project</td>
</tr>
</tbody>
</table>

**INDEPENDENT TEACHING ACTIVITIES**

If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.

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<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**COURSE TYPE**

Special background, general background, special background, specialised general knowledge, skills development.

**PREREQUISITE COURSES:**

Yes, it is recommended that students have already taken the lecture “Theories of learning” or/and the seminar “Epistemology and Didactics”.

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:**

Greek

**IS THE COURSE OFFERED TO ERASMUS STUDENTS**

No

**COURSE WEBSITE (URL)**

http://www.pre.aegean.gr/course/

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**Learning outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

**Knowledge:**

Upon completion of the course students:

- will have mapped, worked out, elaborate upon the views of teachers in service about the perspective of teaching certain subject matters in different school classes rather than having the responsibility of a unique class / group of students
- will have reflected about their own views regarding their future professional life.

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

- will have the ability to work with different research tools, to apply them, to collect data, elaborate upon them and evaluate them.

### General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<table>
<thead>
<tr>
<th>General Competence</th>
<th><strong>Search for, analysis and synthesis of data and information, with the use of the necessary technology</strong></th>
<th>Project planning and management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision-making</td>
<td>Respect for the natural environment</td>
<td>Showing social, professional and ethical responsibility and sensitivity to gender issues</td>
</tr>
<tr>
<td>Working independently</td>
<td></td>
<td>Criticism and self-criticism</td>
</tr>
<tr>
<td>Team work</td>
<td></td>
<td>Production of free, creative and inductive thinking</td>
</tr>
<tr>
<td>Working in an international environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working in an interdisciplinary environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production of new research ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project planning and management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect for difference and multiculturalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapting to new situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision-making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working independently</td>
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<tr>
<td>Team work</td>
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<tr>
<td>Working in an international environment</td>
<td></td>
<td></td>
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<tr>
<td>Working in an interdisciplinary environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production of new research ideas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course is a research project that allows for the students to be introduced to diverse research tools, to apply them, to collect data, to elaborate and evaluate research outcomes, to get personally involved (participatory research), to realize that research outcomes refer to their own professional future.

### DELIVERY

- **Face-to-face, Distance learning, etc.**
- **Face-to-face, distance learning (use of moodle)**

### USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

<table>
<thead>
<tr>
<th>Use of ICT in teaching, laboratory education, communication with students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>In communication with students, Use of ICT in teaching (moodle)</td>
</tr>
</tbody>
</table>

### TEACHING METHODS

The manner and methods of teaching are described in detail.

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

### STUDENT PERFORMANCE EVALUATION

<table>
<thead>
<tr>
<th>Activity</th>
<th><strong>Semester workload</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminars, workshops, projects</td>
<td>39</td>
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<tr>
<td>Students’ study of the literature, development of research tools (e.g. questionnaire, interviews, data collection / elaboration /evaluation)</td>
<td>81</td>
</tr>
<tr>
<td>Course total</td>
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</tbody>
</table>

### STUDENT PERFORMANCE EVALUATION

Small research projects

Oral presentation
a) Basic Textbooks:


b) Additional References:


PA0069 - Pedagogical Methods and Research Techniques in Educational Fields

<table>
<thead>
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<th>SCHOOL</th>
<th>School of Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
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<table>
<thead>
<tr>
<th>INDEPENDENT TEACHING ACTIVITIES</th>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</td>
<td>3</td>
<td>4</td>
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</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

<table>
<thead>
<tr>
<th>COURSE TYPE</th>
<th>Special background</th>
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</table>

<table>
<thead>
<tr>
<th>PREREQUISITE COURSES:</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</th>
<th>Greek</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>IS THE COURSE OFFERED TO ERASMUS STUDENTS</th>
<th>No</th>
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</table>

<table>
<thead>
<tr>
<th>COURSE WEBSITE (URL)</th>
<th><a href="https://aegeanmoodle.aegean.gr/course/view.php?id=494">https://aegeanmoodle.aegean.gr/course/view.php?id=494</a></th>
</tr>
</thead>
</table>

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

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

At the level of knowledge:

- To recognize the characteristics of specific research tools and methods
- To describe the steps which an educator-researcher must follow in his/her field

At the level of ability:
- To design the research process on the basis of selected research tools

At the level of skills:
- To carry out a small-scale research project with the aim of experiencing the possibilities and the limitations of the selected tools
- To use software for the processing of data analysis

### General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

| Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management |
| Adapting to new situations | Respect for the natural environment |
| Decision-making | Showing social, professional and ethical responsibility and sensitivity to gender issues |
| Working independently | Criticism and self-criticism |
| Team work | Production of free, creative and inductive thinking |
| Working in an international environment | Others... |
| Working in an interdisciplinary environment | Others... |

The general competencies that the degree-holder must acquire are:
- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Empirical research and design
- Working independently
- Working in an interdisciplinary environment
- Criticism and self-criticism
- Production of free, creative and inductive thinking

This is an elective course offered jointly by teaching staff who teach and do research in the broader field of the Science of Applied Pedagogics. The course offered replaces other research electives and meets the specific research needs of applied Pedagogy (School Pedagogy, Practical training in schools Teaching the actualization of New Media, Special Education, Pedagogy of the theatre).

The aim is to help students acquire basic knowledge of the pedagogical methods of investigating the field of education. The focused knowledge of methods and techniques is an essential prerequisite for the proper pedagogical preparation of students during the practical training stage also encouraging students to act as researchers-teachers. Within the framework of the course students will learn to use specific research tools and ways of analyzing collected data.

Indicative thematic fields are the following:
- Introduction to the structure of a research study
- Basic concepts of the research process
- Qualitative and quantitative approaches for investigating and analyzing a pedagogical field during practical training—indicative tools for accessing (acquiring) information:
  - Pedagogical journal
  - Content analysis
  - Social grams
  - Types of interview
o Observation
o Devising questionnaires
o Educational decision-making with classification cards
o Recording the school profile of the school unit
o Recording school realities with photo-narratives, vignettes and analysis of counter-poised forces and opportunities

- Collecting and analyzing research data
- Computerized processing of data
- Writing a short research report

DELIVERY
Face-to-face, Distance learning, etc.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students

Yes
Use of ICT in teaching and communication with students

TEACHING METHODS
The manner and methods of teaching are described in detail.

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Assessment involves:

a) Active involvement in the educational process
b) Conduct of empirical research
c) Final written exams

- Suggested bibliography:
Instructors’ notes uploaded in the Moodle platform

EB0002 – History of Art

<table>
<thead>
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<tbody>
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<td>Dept. of Primary Education</td>
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<tr>
<td>LEVEL OF STUDIES</td>
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<td>SEMESTER</td>
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<td>COURSE TITLE</td>
<td>History of Culture</td>
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</table>

<table>
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<tr>
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<td></td>
</tr>
<tr>
<td>Lectures</td>
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<tr>
<td>Individual Study</td>
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<tr>
<td>Empirical research</td>
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<tr>
<td>Essay writing</td>
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<tr>
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</table>

196
<table>
<thead>
<tr>
<th>lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</th>
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<tr>
<td>COURSE TYPE</td>
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</tr>
<tr>
<td>general background, special background, specialised general knowledge, skills development</td>
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<td></td>
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<td>PREREQUISITE COURSES:</td>
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<td>COURSE WEBSITE (URL)</td>
<td><a href="http://www.pre.aegean.gr/course/eb0002/">http://www.pre.aegean.gr/course/eb0002/</a></td>
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Learning outcomes
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Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
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- Guidelines for writing Learning Outcomes

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

**Knowledge level:**
- To illustrate the concept of art.
- Know the meaning and meaning of art.
- Describe the content of art in yesterday and today.
- Know artists of Modern Greek and European culture.

**Skills level:**
- Analyze the specific universe of art, culture and society.
- To recognize the space of both European and Modern Greek culture.
- Separate the characteristics of the ancient from modern cultures

**General Competences**
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Others...

- This course is treated primarily as a skilled and well-defined (according to the highest academic standards applicable internationally) research and guidance.
The contents of the course are as follows:

1. Modern Greek culture
2. Emphasis on artists of Modern Greek culture
3. European culture
4. Emphasis on artists of European culture
5. The importance of art
6. Definition of art
7. The historical context of defining the concept of art
8. Understanding the art
9. The content of art yesterday
10. The content of art today
11. The relation between art and culture and society
12. The relation between art and culture and society II
13. Research and art

DELIVERY

Face-to-face, Distance learning, etc.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Use of ICT in teaching, laboratory education, communication with students

YES

Use of ICT in final evaluation.

TEACHING METHODS

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

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<tbody>
<tr>
<td>Lectures</td>
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</tr>
<tr>
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<tr>
<td>Self-studying</td>
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<tr>
<td>Preparing sort work</td>
<td>10</td>
</tr>
<tr>
<td>Creating virtual museum</td>
<td>20</td>
</tr>
<tr>
<td>Presentation of work</td>
<td>10</td>
</tr>
<tr>
<td>Course total</td>
<td><strong>119</strong></td>
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</tbody>
</table>

STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

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.

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.

- Suggested bibliography:
  V. Fioravantes, *Towards After-globalization*, Ziti, 2015
  V. Fioravantes, *New Anthropology and Modern Art*, Ziti, 2014
  V. Fioravantes, *Art, Culture, Globalization*, Papazisis, 2005
  V. Fioravantes, *Cultural Theory II*, Armos, 2004
  V. Fioravantes, *Social Theory and Aesthetics*, Armos, 1999

**EB0041 – History of Education**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities, University of the Aegean</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
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<tr>
<td>LEVEL OF STUDIES</td>
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<td>COURSE CODE</td>
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<tr>
<td>SEMESTER</td>
<td>6th &amp; 8th</td>
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<tr>
<td>COURSE TITLE</td>
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**INDEPENDENT TEACHING ACTIVITIES**

*If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.*

- 8 lectures

**WEEKLY TEACHING HOURS**

- Credits

| COURSE TYPE                        | A. General background regarding the understanding of the process of emergence and development of the educational systems (6th – 20th century AD).
|------------------------------------| B. Special background regarding the understanding of the social needs and the aspirations of different social groups in the access to the education. |
| PREREQUISITE COURSES:             | None                                           |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | Greek                                         |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS: | YES (although with parallel lectures)           |

**COURSE WEBSITE (URL)**

- Consult Appendix A
  - Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
  - Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
  - Guidelines for writing Learning Outcomes

The course is separated into four thematic-temporal units:

- The first unit constitutes a review and analysis of the process of emergence of the
The educational systems from the 6th century AD to the Medieval times
- The second unit examines the structure of the university institutions during the Medieval times and analyses the educational transformation that appeared during the period of humanism and renaissance
- The third unit analyses the educational developments and the assertion for expansion and generalisation of the education from the period of Enlightenment to the end of the 19th century. That unit focuses on the way in which the states assumed the responsibility to create and expand within their borders organised and centrally funded educational systems.
- The fourth unit analyses the reinforcement of the governmental educational systems during the 20th century as well as the emergence of other forms of organised education.

More specifically, the expected educational results are the following:

Students

a. Will perceive education as one of the most basic institutions amongst those contributing in the structure of European social formations and transformations.

b. Will form their own opinions for the education: from Greek-related they will enrich them with the European and universal paradigm in homocentric circles.

This is a significant support of the students’ way of thinking. The reason is that in the great contemporary debate for the European and world education, the students in a Department of Primary Education need to have been taught crucial texts helping them to contemplate without idealisation of the past but also without reckless agreement on every suggested change.

The course material contributes in tackling the following weaknesses in the way of thinking regarding educational systems:

- Usually the perception of the systems of different countries is filtered through the perception of the Greek educational system. This “Greece-centrism of un-knowledgeability” constitutes a significant hurdle for the formation of opinion and stance in the side of the citizens
- The understanding of education as a static institution that bears the same features is widespread among contemporary citizens. That thought is expanded both in the past and the future and leads them in:
  - history-ignorant thinking regarding the past. They think that educational systems in the form, the educational material and the methods they got to know them have always existed. This is a perception creating pacification and passivity. The understand in that way their role in a reproductive rather than interventional and creative way.
  - Conservative thinking regarding the future. They perceive the attempts of the world community to re-negotiate educational issues as a threat. The issue not to accept all the suggested changes without any criticism either. The issue is to understand the educational course with historical and contemporary elements and to form opinion and stance

c. Will reinforce their ability to negotiate major social issues through their connection with educational developments.

d. Will succeed in a bidirectional process of understanding the educational systems: from the past to the present and from the present to the past.
Purpose is the combination of the historical study with the contemporary concerns. The history of education is not just an activity for the past. It begins of course from the description of the past which is explained in an attempt to evaluate the present and draw conclusions. The bibliography of the history of education is dense with recurring questions in one way or another: How did the educational systems appear? How they were constituted and how they develop? What changes do they undergo in time? What are the differences between educational systems in different countries? In that way, the history of education is not stuck with the past but presents itself as perpetually useful since it informs and offers significant thought tools.

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

| Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management |
| Adapting to new situations | Respect for difference and multiculturalism |
| Decision-making | Respect for the natural environment |
| Working independently | Showing social, professional and ethical responsibility and sensitivity to gender issues |
| Team work | Criticism and self-criticism |
| Working in an international environment | Production of free, creative and inductive thinking |
| Working in an interdisciplinary environment | Others... |
| Production of new research ideas | Others... |

8) Working independently
9) Team work
10) Respect for difference and training on the comparative examination
11) Criticism and self-criticism
12) Production of free, creative and inductive thinking
13) Support of the ability for factual narration
14) Support of the interpretation ability

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 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).

**DELIVERY**

*Face-to-face, Distance learning, etc.*

Combination of lectures, seminars and team cooperative activities
### USE OF INFORMATION AND COMMUNICATION TECHNOLOGY

Use of ICT in teaching, laboratory education, communication with students.

### TEACHING METHODS

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 lectures</td>
<td>24 hours of lectures and at least 5 hours of weekly preparation in the library or at home per student</td>
</tr>
<tr>
<td>3 seminar presentations</td>
<td>9 hours of seminar presentation at the lecture hall and at least 5 hours of weekly preparation in the library or at home per student</td>
</tr>
<tr>
<td>2 team cooperative activities</td>
<td>6 course hours based on systematic cooperation between the tutor and teams of students</td>
</tr>
</tbody>
</table>

The evaluation of the students combines the final oral examination and the (obligatory) individual or cooperative essays. In the introductory meeting will be discussed the structure and the themes of the course, as well as the duties, the organisational methodology and the eligibility criteria of the essays, the most important of which are the functional use of terminology, the capacity of articulating consistent, comprehensive, contemporary and informed text, the wideness and the depth of the bibliographical review employed.

- **Suggested bibliography:**

Andy Green, Εκπαίδευση και Συγκρότηση του Κράτους. Η ανάδυση των εκπαιδευτικών συστημάτων σε Αγγλία, Γαλλία και ΗΠΑ, Μετάφραση-Επιμέλεια: Π.Γ.Κιμουρτζής – Γλ. Μανώτη, Gutenberg, Αθήνα: 2010.
Αλέξης Δημαράς, Ιστορία της Νεοελληνικής Εκπαίδευσης - Το «ανακοπτόμενο άλμα». Τάσεις και αντιστάσεις στην ελληνική εκπαίδευση, Επιμέλεια έκδοσης: Βάσω-Βασιλού Παπαγεωργίου, Μεταίχμιο, Αθήνα 2013.

Παντελής Κυπριανός, Συγκριτική Ιστορία της Ελληνικής Εκπαίδευσης, Βιβλιόραμα, Αθήνα 2004.


- Related academic journals:

Θέματα Ιστορίας της Εκπαίδευσης
Νέα Παιδεία
British Educational Research Journal
Review of Education
Paedagogica Historica
Historical Studies in Education/Revue d'histoire de l'éducation
History of Education & Children’s Literature» (HECL)
History of Education Quarterly
History of Education Review
Journal of Educational Administration and History

**EB0044 - Anthropological and Sociological Dimensions of Religion**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Faculty of Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Pedagogical Department of Primary Education</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
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<tr>
<td>COURSE CODE</td>
<td>EB0044</td>
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<tr>
<td>SEMESTER</td>
<td>Spring</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Anthropological and Sociological Aspects of Religion</td>
</tr>
</tbody>
</table>

**INDEPENDENT TEACHING ACTIVITIES**

If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
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</tbody>
</table>
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

<table>
<thead>
<tr>
<th>COURSE TYPE</th>
<th>special background</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREREQUISITE COURSES:</td>
<td>NO</td>
</tr>
<tr>
<td>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</td>
<td>Greece</td>
</tr>
<tr>
<td>IS THE COURSE OFFERED TO ERASMUS STUDENTS:</td>
<td></td>
</tr>
<tr>
<td>COURSE WEBSITE (URL):</td>
<td></td>
</tr>
</tbody>
</table>

### Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

In terms of knowledge, students will be able to:
- Understand the role of religion in the era of post-modernity
- Be aware of the basic aspects of religious behavior
- Identify the "authoritarian" characteristics of the religions and to counter them with their "humanitarian" characteristics.
- Evaluate the social role of religions in the prospect of a global ethical presence.

In terms of skills, students will be trained in:
- Methodological investigation of the particular elements that constitute a "religious" behavior.
- Understanding the moral dilemmas that pose religious questions.
- Familiarizing with social behaviors arising from religious origins, e.g. Violence, racism, etc.

### General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas

- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Others...

- The course aims to gain the ability to understand religious behavior as social
- The course uses the methods of study of the psychology and sociology of religion.

1. Religion as human construction
2. The social function of religion
3. The relationship between religious and social behavior
4. The creation of "authoritarian" religious behavior
5. Religious Violence and Political Behavior
6. Historical understanding of the concept of God through the Judeo-Christian tradition and the authoritarian systems of political organization
7. The concept of "humanitarian" religion
8. The common moral tradition of monotheistic religions
9. The ethics of conflicts
10. The moral tradition of Eastern religions
11. For a global humanitarian moral theory

DELIVERY
Face-to-face, Distance learning, etc.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students

TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure
Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Activity | Semester workload
--- | ---
Lectures | 40
study and analysis of bibliography | 20
essay writing | 40
Course total | 100
oral examination

Suggested bibliography:
- Καραμούζης, Π. Κριτική Φιλοσοφία της Θρησκείας. Θρησκευτικός αυταρχισμός και ανθρώπινη Ελευθερία στο έργο του Έριχ Φρόμ, Εκδόσεις Επέκταση 2005.
- Παπαρίζος, Α. Η Κοινωνία των Αμαρτωλών, Εκδόσεις Παπαζήση 2014.
- Pascal Boyer, Και ο ανθρώπινος έπλασε τους Θεούς, Βάνιας 2008
- Παπαγεωργίου Νίκη, Οι μεταμορφώσεις του Ιερού, Πουρναράς 2005.

Related academic journals:
- Η Ευρώπη αντιμέτωπη με το φαινόμενο του ρατσισμού, Κίνηση Πολιτών κατά του ρατσισμού, εκδ. Παρασκήνιο, Αθήνα 1995.
- ΧΑΝΤΙΓΚΤΟΝ Π. Σ., Η σύγκρουση των πολιτισμών και ο ανασχηματισμός της παγκόσμιας τάξης, Μτφρ. Σ. Ριζοθανάση, εκδ. Τερζόπουλου, Αθήνα 1998.
### EB0056 - Teaching of Religions

<table>
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<th>Faculty of Humanities</th>
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</thead>
<tbody>
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<td>Spring</td>
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#### INDEPENDENT TEACHING ACTIVITIES

<table>
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<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
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<td>4</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

<table>
<thead>
<tr>
<th>COURSE TYPE</th>
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<tbody>
<tr>
<td>general background, special background, specialised general knowledge, skills development</td>
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<table>
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<table>
<thead>
<tr>
<th>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</th>
<th>Greece</th>
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</table>

### IS THE COURSE OFFERED TO ERASMUS STUDENTS

#### COURSE WEBSITE (URL)

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

In terms of knowledge, students will be able to:

- Investigate the historical relationship between school and religious education.
- Understand the necessity of a course of interfaith education in modern school.
- Learn the forms of religious education in the countries of the European Union

In terms of skills and handling, students will be trained in:

- Use new technologies in the teaching of religions.
- Make use of literary texts in religious learning.
- Manage the methods of creating teaching scenarios related to religious education.

### General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment

- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking
Working in an interdisciplinary environment
Production of new research ideas

• The course aims to gain the understanding and integration of religion in the educational process.
• The course uses the new technologies and the modern methods of teaching them.

1. Study the basic aspects of religious education
2. Social Education and Religious Education
3. Transnational Society and multicultural traditions
4. The "neutral" school and religious education
5. Religion, political construction and national ideology
6. Study programs in religious education in Greece and Europe
7. Analysis of the term: Inter-Religious Education.
8. Inter-religious Education and Modern School
9. The creation of "religious consciousness" to students
11. Literary Texts - New Technologies and Religion

DELIVERY
Face-to-face, Distance learning, etc.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students

TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

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<th>Activity</th>
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<tbody>
<tr>
<td>Lectures</td>
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</tr>
<tr>
<td>study and analysis of bibliography</td>
<td>20</td>
</tr>
<tr>
<td>essay writing</td>
<td>40</td>
</tr>
<tr>
<td>Course total</td>
<td>100</td>
</tr>
</tbody>
</table>

STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure
Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

- Suggested bibliography:

  • Καραμούζης, Π. Πολιτισμός και Διαθρησκειακή Αγωγή, Εκδόσεις Επίκεντρο 2011
EB0059 – Education: Perception in the Public Sphere. Press, Literature, Cinema, Theater, Art

<table>
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<td>LEVEL OF STUDIES</td>
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<tr>
<td>COURSE CODE</td>
<td>EB0059</td>
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<tr>
<td>SEMESTER</td>
<td>6th &amp; 8th</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Education: Its public perception (cinema as case study)</td>
</tr>
</tbody>
</table>

**INDEPENDENT TEACHING ACTIVITIES**

if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>8 lectures</td>
<td>3</td>
</tr>
</tbody>
</table>

**COURSE TYPE**

A. General background regarding the understanding of the way that education is presented in cinema.
B. Special background regarding the knowledge over motion image and the role of cinema in contemporary life. Additionally, regarding the visual literacy and the de-codification of a film.

**PREREQUISITE COURSES:** None

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:** Greek

**IS THE COURSE OFFERED TO ERASMUS STUDENTS:** YES (although with parallel lectures)

**COURSE WEBSITE (URL)**

(9) **LEARNING OUTCOMES**

**Learning outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

**The course has two basic targets:**

- Related academic journals:
  - Καραμούζης, Π. Η Κοινωνιολογία της θρησκείας μεταξύ Εκπαίδευσης και Κοινωνίας, Ελληνικά Ακαδημαϊκά Συγγράμματα 2016
  - Κουκουνάρας, Λιάγκης Μ. Επιστήμες της παιδαγωγικής και πρώτη εφηβεία, Gutenberg 2015
  - Κουκουνάρας, Λιάγκης Μ. Εκπαιδευτικοί εν δράσει, Γρηγόρης 2011
- Φωτίου Σ. Θέματα χριστιανικής Αγωγής, εκδ. Αρμός, Αθήνα 2001
- Περαλής, Ε. Εξουσία και θρησκευτική Αγωγή στην Ελλάδα του 19ου Αιώνα 1997
A. To develop the student’s capacity to discover the presence of education and the pertinent criticism in different fields, beyond the scientific one, and especially in the public sphere.

B. To help students examine the way through which he/she will be able to use motion picture as pedagogic tool in order to support the emotional development of students, its knowledge and competencies. This is feasible as long as the student understands in depth the nature and function of cinema. The course will offer to the student the tools for analysis and de-codification in order to develop his/her literacy in relation to films and to develop those elements required for his/her educational work.

In parallel, the student will come in contact with the theories that relate motion pictures with education, in a period in which picture dominates and overwhelms the lives of young people monopolizing their interests.

Additionally, the student will learn about the theoretical tools needed in order to identify and utilise the useful elements of a film (social, historical framework, educational mechanisms etc). In that framework, the student will familiarise with the general characteristics and the most important genres of cinema as well as its social and economic characteristics.

The student will learn how to utilise the film semiotics for the analysis of motion picture and will accustom him/herself with all the theories that connect the cinema and the education. Finally, the student will come in contact with indicative debates in the academia regarding the use of cinema in education.

More specifically, in the end of the course, the student will:

- Have the ability to use the developed knowledge and capacities in order to cope with tasks appointed by the tutor.
- Be able to use various work methods – from technical analysis to the semiotic analysis of a film – in order to incorporate it in the educational process.
- Be able to evaluate and present the results of his/her work.
- Be able to take personal decisions on tasks predetermined by the tutor, such as the creation of material from the existing bibliography or the suggested filmography in order to be used in his/her class, by taking responsibility for the development of the suitable form or printed material under the supervision of the tutor.
- Apply basic methods and tools in order to cope with the tasks appointed with.
- Be able to correct mistakes and time deviations from a work plan.
- Be able to identify resources and new information and evaluate them or rank them according to their significance.
- Know the information or new methods and bibliography pertinent to the field of study, in his/her own or under the supervision of the tutor.
- Develop his/her educational capacities autonomously or under supervision aiming always at the personal development.
- Develop the ability to analyse, divide, evaluate, combine the available material in order to be used in his/her work space.
- Be able to connect a film in the historical, social, educational framework that it belongs by using the theoretical tools available.
- Be able to combine different analytical methods – technical, semiotical, social, visual, codified – in order to deepen into a film and separate the useful elements in a classroom.
- Be able to ground his/her choices through theories of education, psychology,
cinema by taking into consideration all the available data (students’ age, social – psychological profile etc)

- Develop the capacity to identify, discern and solve pertinent problems.

### General Competences

**Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?**

<table>
<thead>
<tr>
<th>Search for, analysis and synthesis of data and information</th>
<th>Project planning and management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapting to new situations</td>
<td>Respect for difference and multiculturalism</td>
</tr>
<tr>
<td>Decision-making</td>
<td>Respect for the natural environment</td>
</tr>
<tr>
<td>Working independently</td>
<td>Showing social, professional and ethical responsibility and sensitivity to gender issues</td>
</tr>
<tr>
<td>Team work</td>
<td>Criticism and self-criticism</td>
</tr>
<tr>
<td>Working in an international environment</td>
<td>Production of free, creative and inductive thinking</td>
</tr>
<tr>
<td>Working in an interdisciplinary environment</td>
<td>Others...</td>
</tr>
<tr>
<td>Production of new research ideas</td>
<td>______</td>
</tr>
</tbody>
</table>

15) Working independently  
16) Team work  
17) Respect for difference and training on the comparative examination  
18) Criticism and self-criticism  
19) Production of free, creative and inductive thinking  
20) Support of the ability for factual narration  
21) Support of the interpretation ability

From the 20th century onwards, societies enter the constellation of Image. Speech seizes to be self-sufficient since it is accompanied more and more often by the image that codifies it and attempts to reinforce it. With image – and indeed the motion image – there develops either a narration that follows speech or a narration with images (that sometimes is accompanied by a condensed - explanatory or dialogical - speech).

The image because of the easiness of its perception, became a significant channel for the transmission of messages and consequently of hidden and obvious explanations for the each time political and historical social developments. The narration of the image was developed and disseminated outside the academia and attempted to establish a “dialogue” with it. For many years that dialogue was ignored by the social sciences. Nonetheless, the last 30 years it became, in international level, a preferential field for the study of social phenomena. Distinguished universities and research centres has incorporated the study of image narration in their educational and research programs.

Cinema acquires of course a crucial position in the culture of image. Films includes several temporarily parallel narrations. On the one hand the narration of the creator-director, the perception of the narration by the audience, the several re-views of the work in the years following its creation. Those parallel narrative “waves” give us endless material for the study of the social past as well as the social present.

The course divides into two axes of the pedagogic science: History and Education. It will be developed in three stages: (a) presentation of a general framework for the understanding of the role of image (especially cinema) in the approach of wider social and especially educational developments, (b) analysis of the way that the “Speech” of the Image is constituted, (c) presentation and discussion over selected filmography.
DELIVERY
Face-to-face, Distance learning, etc.

Combination of lectures, seminars and team cooperative activities

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students

Optional use of ICT

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 lectures</td>
<td>24 hours of lectures and at least 5 hours of weekly preparation in the library or at home per student</td>
</tr>
<tr>
<td>3 seminar presentations</td>
<td>9 hours of seminar presentation at the lecture hall and at least 5 hours of weekly preparation in the library or at home per student</td>
</tr>
<tr>
<td>2 team cooperative activities</td>
<td>6 course hours based on systematic cooperation between the tutor and teams of students</td>
</tr>
</tbody>
</table>

Course total: 39 hours (semester teaching)

TEACHING METHODS
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

The evaluation of the students comes through individual or cooperative essay. In the introductory meeting will be discussed the structure and the themes of the course, as well as the duties, the organisational methodology and the eligibility criteria of the essays, the most important of which are the functional use of terminology, the capacity of articulating consistent, comprehensive, contemporary and informed text, the wideness and the depth of the bibliographical review employed.

- Suggested bibliography:

Παναγιώτης Κιμουρτζής (επιμ.), CineScience. Ο κινηματογράφος στον φακό της επιστήμης, Gutenberg, Αθήνα 2013.
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Humanitarian Studies Aegean University</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education Studies</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
<td>Post-graduate</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>EB0076</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>Spring</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>European History of the 20th Century</td>
</tr>
</tbody>
</table>

**Independent Teaching Activities**

If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc., if the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**Course Type**

General background course that aims in the enrichment of the scientific historical culture of students, but also of special background, to the extent that the organization, the themes

Dick B., Ανατομία του κινηματογράφου, Πατάκης, Αθήνα 2010.


Ottley C., The cinema in education, Taylor and Francis, 1935

Πλειός Γ., Πολιτισμός της εικόνας και εκπαίδευση, Πολύτροπον, Αθήνα 2005.

Pinel V., Σχολές, Κινήματα και Είδη στον Κινηματογράφο, Μεταίχμιο 2004.

Postman N., Διασκέδαση μέχρι θανάτου, Δρομέας, Αθήνα 1998.

Reardon J., “The Cinema and the Child”, An Irish Quarterly Review, v.18, n. 71 (Sep., 1929), pp. 431-442


Γλύτση-Ζαφειράτου, Πολιτισμός και Εκπαίδευση, ΕΑΠ, Πάτρα 2002.

Related academic journals:

British Educational Research Journal
Review of Education
and the speculation involved concern issues of Public History and specifically those concerning literature, theatre and cinema referring to both World Wars, the Holocaust, the Cold War, the era of colonialism and that of de-colonization, as well as the history of the European Idea and the European unification.

PREREQUISITE COURSES: None

LANGUAGE OF INSTRUCTION and EXAMINATIONS: Greek

IS THE COURSE OFFERED TO ERASMUS STUDENTS Yes

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

1) The broadening of scientific horizons of students, the familiarization of students with basic aspects of the European cultural formulation and the cultivation of the understanding capabilities and the interconnection between mental creation, historical context, historical experience and interpretative approaches.
2) The formulation of the monitoring frames for the understanding of the conflicting dynamics concerning modernity.
3) The understanding of the role of Europe during the 20th century, with focus in both World Wars and the process of unification and interdependence of the European states.
4) The understanding of the patterns of continuity and change that define the relations of the European history of the 20th century and the development occurred in the first two decades of the 21st century.
5) The creation of skills of historical communication concerning both oral and written speech.
6) Visual and cinematic education.
7) The formulation of the skills of critical access concerning Public History.
8) The formulation of historical thought.
9) The formulation of genetic historical conscience (according J. Ruesen’s theory).

General Competences
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

| Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management |
| Adapting to new situations | Respect for difference and multiculturalism |
| Decision-making | Respect for the natural environment |
| Working independently | Showing social, professional and ethical responsibility and sensitivity to gender issues |
| Team work | Criticism and self-criticism |
| Working in an international environment | Production of free, creative and inductive thinking |
| Working in an interdisciplinary environment | Others... |
### General Competences

**Personal projects.**
**Team projects.**
**Research, gathering of data, analysis and composition of historical evidence.**
**Working in an interdisciplinary environment.**
**Promotion of free, creative, well documented, responsible and critical thought.**
**Skills of re-evaluation.**
**Design and implementation of project plans.**

### DELIVERY

*Face-to-face, Distance learning, etc.*

Lectures, attendance of cinema films of fiction and documentation, personal and team projects of bibliographical survey on subjects of special or topical interest.

### USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

*Use of ICT in teaching, laboratory education, communication with students*

### TEACHING METHODS

The manner and methods of teaching are described in detail.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 lectures by the professor</td>
<td>21 hours</td>
</tr>
<tr>
<td>5 attendances of cinema films (concerning the main thematic of the course) accompanied by an extensive introduction by the professor and followed by a comprehensive discussion at the end of the film, with the participation of all students.</td>
<td>15 hours</td>
</tr>
<tr>
<td>A final discussion-evaluation of the whole educational process.</td>
<td>3 hours</td>
</tr>
<tr>
<td>Course total</td>
<td>39 hours</td>
</tr>
</tbody>
</table>

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

### STUDENT PERFORMANCE EVALUATION

*Description of the evaluation procedure*

Mixed evaluation procedure. For the evaluation and recording of the performance of students, the quality of personal or team presentation of the project will be taken into account, together with the final oral semester examination on selected chapters derived from the corpus of the given bibliography and the book provided by the University.
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

- Suggested bibliography:

7) Marc Ferro, Blindness- Why we deny to see Reality, Metaichmio, Athens 2017.

- Related academic journals:

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Pedagogical Department of Primary Education</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>EG0016</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>Spring</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>Teaching and learning strategies in environmental and sustainability Education</td>
</tr>
</tbody>
</table>

**INDEPENDENT TEACHING ACTIVITIES**

if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**COURSE TYPE**

Special background

general background,
special background, specialised general knowledge, skills development

**PREREQUISITE COURSES**

NO
**Language of Instruction and Examinations:** GREEK

**Is the Course Offered to Erasmus Students:** YES

**COURSE WEBSITE (URL)**

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**Learning Outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

**Knowledge:**

Upon completion of the course students:
- have comprehended the nature and basic characteristics of environmental and sustainability 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 and sustainability education 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.

**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas

Project planning and management
Respect for the difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
Others...

The course aims at the following competences:

- Working independently and team work
- Working in an interdisciplinary environment
- Respect for the natural environment
- Respect for difference and multiculturalism
- Development of critical and system thinking
- Production of free, creative and inductive thinking
Pedagogical principles of teaching and learning strategies in environmental and sustainability education

Theater game
The project
Role-playing
Ethical dilemma
Concept mapping
Community mapping
Debate
Field study
Games in nature

Students, working in teams, actively implement the above 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.

**DELIVERY**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>11</td>
</tr>
<tr>
<td>Workshops</td>
<td>28</td>
</tr>
<tr>
<td>Essay writing</td>
<td>41</td>
</tr>
<tr>
<td>Study and analysis of bibliography</td>
<td>40</td>
</tr>
<tr>
<td>Course total</td>
<td>120</td>
</tr>
</tbody>
</table>

**USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**

Communication with students through the platform Moodle

**TEACHING METHODS**

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

**STUDENT PERFORMANCE EVALUATION**

The evaluation procedure is the following:

- Written examination
- Written essays on specific techniques (didactic scenarios / extended summary of an article)

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

- Suggested bibliography:
### EΓ0034 - Virtual Learning Environments

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>EΓ0034</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>Spring</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>ICT Applications in Education</td>
</tr>
</tbody>
</table>

**INDEPENDENT TEACHING ACTIVITIES**

*In the case of separate components of the course, e.g. lectures, laboratory exercises, etc., the number of weekly teaching hours and the total credits awarded for the whole course should be given.*

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**COURSE TYPE**

- general background
- special background, skills development
- special background, specialised general knowledge, skills development

**PREREQUISITE COURSES:** None

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:** Greek

**IS THE COURSE OFFERED TO ERASMUS STUDENTS:** Yes

**COURSE WEBSITE (URL)**

### Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

### The course's aim is to give students insights and perspectives on the following.

**In terms of knowledge:**

1. To understand why information technology has a wide range of applications in education.

**In terms of their skills:**

2. Understand the importance of critical parameters such as the presentation of the subject and the applications' interface.
3. Discern the steps from concept to reality.

In terms of their competences:
1. Be able to integrate into their daily teaching practice multimedia educational applications.

**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Production of new research ideas

**The course aims at the following general competences:**

- Adapting to new situations
- Decision-making
- Working independently
- Team work
- Working in an interdisciplinary environment
- Production of new research ideas

The main purpose of this course is to provide students with the necessary knowledge and skills from the area of use, production, and evaluation of educational software. In the theoretical part, the above goal is achieved through the overview, categorization, the systematic study of various applications of information technology in education, and by comparing both among themselves and with 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 will have the opportunity to become acquainted with the tools used for the development of multimedia applications.
visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.

<table>
<thead>
<tr>
<th>Application development</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing and presentation of a paper</td>
<td>10</td>
</tr>
</tbody>
</table>

## STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, etc.

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Lab exercises during the course of the semester.

Students (in groups) have to write and present a short paper discussing topics related to ICT applications in education.

Final exam. Students have to design and develop an application, using the software tools provided during the course. The application must have an 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.

### - Suggested bibliography:


### - Related academic journals:

Computers and Education
International Journal of Game-Based Learning
Education and Information Technologies
Australasian Journal of Educational Technology
Journal of Educational Technology & Society

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

* No content outline.

### ΕΓ0042 – Introduction to Web for Education
### Introduction to Web for Education

**COURSE TITLE**
Introduction to Web for Education

**INDEPENDENT TEACHING ACTIVITIES**

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**COURSE TYPE**
- general background, special background, specialised general knowledge, skills development

**PREREQUISITE COURSES:**
NO

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:**
- GREEK

**IS THE COURSE OFFERED TO ERASMUS STUDENTS:**
NAI

**COURSE WEBSITE (URL)**
http://www.pre.aegean.gr/course/eg0003_en/

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**Learning outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

**Consult Appendix A**
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

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

**Knowledge Level:**
- To describe the characteristics of Internet and Web.
- To recognize various Web 2.0 tools and services.
- To select web-based software, according to its functionality for educational purposes.
- To describe the main functionalities of synchronous and asynchronous e-learning systems.
- To recognize various aspects of MOOCs and m-learning.

**Skills Level:**
- To create content and activities using Web tools.
- To design web pages and blogs.
- To use Google Services.

**Competences Level:**
- To use the Web effectively for educational purposes.

---

**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<table>
<thead>
<tr>
<th>Search for, analysis and synthesis of data and information</th>
<th>Project planning and management</th>
</tr>
</thead>
<tbody>
<tr>
<td>with the use of the necessary technology</td>
<td>Respect for difference and multiculturalism</td>
</tr>
<tr>
<td>Adapting to new situations</td>
<td>Respect for the natural environment</td>
</tr>
<tr>
<td>Decision-making</td>
<td>Showing social, professional and ethical responsibility and</td>
</tr>
</tbody>
</table>
Working independently  
Team work  
Working in an international environment  
Working in an interdisciplinary environment  
Production of new research ideas  
sensitivity to gender issues  
Criticism and self-criticism  
Production of free, creative and inductive thinking  
Others...

The course aim to:

- Synthesis of data and information, with the use of the necessary technology
- Working independently.
- Working in an interdisciplinary environment

1. Introduction to Internet and Web
2. Educational affordances of Web 2.0
3. Google Services
4. Google Docs
5. Google Forms
6. YouTube and various screen casting tools
7. Google Sites
8. Blogger
9. Evaluation criteria for education web sites and resources
10. E-Learning platforms
11. Educational portals, repositories, and the Greek School Network
12. MOOCs
13. m-learning

DELIVERY
Face-to-face, Distance learning, etc...

FACE TO FACE (LABORATORY OR BYOD)

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students

NAI
Moodle is used to support the lesson during the semester

TEACHING METHODS
The manner and methods of teaching are described in detail.
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student’s study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>39</td>
</tr>
<tr>
<td>Study and analysis of bibliography, tutorials</td>
<td>40</td>
</tr>
<tr>
<td>Project, essay writing</td>
<td>40</td>
</tr>
<tr>
<td>Course total</td>
<td>119</td>
</tr>
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</table>

STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure
Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Project-based essay with public presentation.
PF0015 – The Sustainable School (Research)

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>School of Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Pedagogical Department of Primary Education</td>
</tr>
<tr>
<td>LEVEL OF STUDIES</td>
<td>Undergraduate</td>
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<tr>
<td>COURSE CODE</td>
<td>RG0015</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>Spring</td>
</tr>
<tr>
<td>COURSE TITLE</td>
<td>The sustainable school</td>
</tr>
</tbody>
</table>

**INDEPENDENT TEACHING ACTIVITIES**

If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**COURSE TYPE**

Skills development

general background, special background, specialised general knowledge, skills development

**PREREQUISITE COURSES:**

NO

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:**

GREEK

**IS THE COURSE OFFERED TO ERASMUS STUDENTS:**

YES

**COURSE WEBSITE (URL)**

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

**Knowledge:**

Upon completion of the course students:

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

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

- will have the ability of planning integrated and ready-to-use environmental and sustainability 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

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

The course aims at the following competences:

Working independently and team work
Working in an interdisciplinary environment
Respect for the natural environment
Respect for difference and multiculturalism
Development of critical and system thinking
Production of free, creative and inductive thinking

The course is structured in three modules:

(23) Principles and criteria of a sustainable school. The first module provides an introduction to the concept of sustainable school. The theoretical part covers basic principles and criteria. Case studies and literature examples are used extensively to give students an appreciation for the application of sustainable school in praxis.

(24) Field research. Students conduct field research in Primary Schools in Rhodes to find out how far the principles of sustainable school have been implemented. Data collection includes interviewing, direct observation and analysis of documents and artifacts.

(25) Planning environmental and sustainability education projects. Students, working in teams, practice in planning integrated projects, 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.

DELIVERY
Face to face, field research

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Communication with students through the platform Moodle

TEACHING METHODS
The manner and methods of teaching are described in detail.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Semester workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>20</td>
</tr>
<tr>
<td>Workshops</td>
<td>19</td>
</tr>
</tbody>
</table>
Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field research</td>
<td>10</td>
</tr>
<tr>
<td>Essay writing</td>
<td>40</td>
</tr>
<tr>
<td>Study and analysis of bibliography</td>
<td>31</td>
</tr>
<tr>
<td>Course total</td>
<td>120</td>
</tr>
</tbody>
</table>

STUDENT PERFORMANCE EVALUATION

Description of the evaluation procedure

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

The evaluation procedure is the following:

- Presentation of sustainable school's principles and analysis of case studies
- Presentation of the filed research
- Planning and development of a project on an environmental and sustainability issue

- Suggested bibliography:

- Related academic journals:
  - Environmental Education Research
  - Journal of Environmental Education
  - Canadian Journal of Environmental Education
  - Journal of Education for Sustainable Development

ΕΔ0047 - Grammatical Description of the Greek Language*

* No content outline.

ΕΔ0048 – Language Change*

* No content outline.

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**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC UNIT</td>
<td>Department of Primary Education</td>
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<td>LEVEL OF STUDIES</td>
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<td>COURSE CODE</td>
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<td>SEMESTER</td>
<td>Spring</td>
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<tr>
<td>COURSE TITLE</td>
<td>Collection and Elaboration of Folkloric Material</td>
</tr>
</tbody>
</table>

**INDEPENDENT TEACHING ACTIVITIES**

*if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*

<table>
<thead>
<tr>
<th>WEEKLY TEACHING HOURS</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).

**COURSE TYPE**

Special background, specialised general knowledge, skills development

**PREREQUISITE COURSES:**

Yes. Folklore: Introduction to Folkloristics

**LANGUAGE OF INSTRUCTION and EXAMINATIONS:**

Greek

**IS THE COURSE OFFERED TO ERASMUS STUDENTS:**

Yes

**COURSE WEBSITE (URL)**

http://www.pre.aegean.gr/course/rd0003_en/

**Learning outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

On a cognitive skill basis, 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.

**General Competences**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

| Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management |
| Decision-making | Respect for difference and multiculturalism |
| Adapting to new situations | Respect for the natural environment |
| Decision-making | Showing social, professional and ethical responsibility and |
Working independently | sensitivity to gender issues
---|---
Team work | Criticism and self-criticism
Working in an international environment | Production of free, creative and inductive thinking
Working in an interdisciplinary environment | Others...
Production of new research ideas | ---

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism

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 I.C.T.

| DELIVERY | Face-to-face
---|---
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY | Yes
Use of ICT in teaching, laboratory education, communication with students

| TEACHING METHODS | Activity | Semester workload
---|---|---
| The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS. |
| Lectures | 30 |
| Study and analysis of bibliography | 20 |
| Project | 60 |
| Course total | 110 |

Project’s public presentation

STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure
Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other...
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

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

- Related academic journals:
  Λαογραφία, Ελληνική Λαογραφική Εταιρεία

ΥΞ0021 – English I*

* No content outline.

ΥΞ0022 – English II*

* No content outline.

ΥΞ0023– Academic English

* No content outline.
ACADEMIC CALENDAR 2017 – 2018


FALL SEMESTER 2017 - 2018
Course start date: 02.10.2017
Course end date: 12.01.2018, 13 weeks of courses + 2 weeks Christmas Holidays from 23.12.2017 until 07.01.2018
Various Educational Obligations and Exam Period of Fall Semester: 15.01.2017 - 09.02.2018
The date of graduation of the period is 09.02.2018

SPRING SEMESTER 2017 – 2018
Course start date: 12.02.2018
Course end date: 25.05.2018, 13 weeks of courses + 2 weeks Easter Holidays from 02.04.2018 until 15.04.2018
Various Educational Obligations and Exam Period of Spring Semester: 29.05.2018 - 22.06.2018
The date of graduation of the period is 22.06.2018
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, Ν. 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 διαθεσαίωσω μυροστά στον Πρύτανη του Πανεπιστημίου και τον Πρόεδρο του Τμήματος ώστε να διασκεδάσω τις υποχρεώσεις που συνεπάγεται η ιδιότητα του πτυχιούχου, με ευσυνειδησία, ήθος και ελεύθερο φρόνημα. Κατά τη σταδιοδρομία μου δια αξιών σταθερά να εμπλουτίζω τις γνώσεις μου, να βελτιώνω την επιστημονική μου επάρκεια, να συμβάλω στην αναζήτηση της επιστημονικής αλήθειας και στην υπεράσπισή της, συνυπηρετώντας την προσωπική μου και την κοινωνική πρόοδο. Ασπασμένης κάθε σκοπός 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".

2. At the graduation ceremony everyone (the Senate members, faculty members and students) wear academic dress.
3. Each graduate has the right to get his diploma in parchment paper.
4. Before the oath each graduate can get a certificate from the Secretary of the Department of successful completion of his studies.
5. 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:
   - Two copies of his diploma
   - 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 Program 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).
Postgraduate Program 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