

Student Guide

2013-2014



Faculty of Early Childhood Education

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National and Kapodistrian University of Athens
School of Education
Faculty of Early Childhood Education



Academic year
2013-2014



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THE FACULTY OF EARLY CHILDHOOD EDUCATION (FECE)

THE FACULTY OF EARLY CHILDHOOD EDUCATION : AN OVERVIEW

HISTORY

Until the 1980's the education of preschool and primary school teachers took place in teacher-training institutes of two-year long programs, the so-called Schools of Preschool Teachers and Pedagogic Academies respectively. However, in 1982 four-year higher education programs were established with the aim of a scientifically-based training of teachers. Greece was, in fact, one of the first countries in Europe to undertake such a reform of teacher training, moreover at a time of an in-depth curriculum reconstruction at the primary and secondary levels of education.

The structure and function of education faculties in Greek universities were delineated by Law 1268/82 (article 1, paragraph 2) and the Presidential Decree 320/83 (article 2), with the following four specific aims: a) to cultivate the educational sciences through theoretical and applied research and teaching, b) to offer their graduates the necessary training for a scientific or a professional teacher's career, c) to contribute to the improvement of education and its pedagogical needs, d) to contribute to the solution of pedagogical problems more generally. The earliest Faculties of Education were established at the Universities of Athens, Thessaloniki, Patra, Ioannina and Crete in the academic year 1984-1985 and were subsequently expanded. More particularly, the Faculty of Education for Preschool Teachers was established at the University of Athens in the academic year 1987-1988 bearing its first graduates in 1991. In 1997 it was, however, renamed Faculty of Early Childhood Education (FECE). While traditionally connected with preschool education, it is now oriented to early school education as well, as the second year of kindergarten has recently become compulsory in Greece and thus an early school phase.

A Presidential Decree in June 2013 established a School of Education for the first time in the University of Athens, where the FECE was placed alongside the Faculty of Primary Education.

TEACHING AND RESEARCH ACTIVITIES

As the study of education requires the contribution of various disciplines, the academic staff of the FECE is drawn from a variety of theoretical and applied branches. These branches include not only the educational sciences in a narrow sense but more generally the humanities as well as the social and physical sciences.

In addition to its original and principal function of training teachers for the preschool and early school levels, the FECE has gradually expanded its teaching, research and educational intervention activities. They include postgraduate programs of study, programs of lifelong education for professional teachers as well as various research and intervention programs.

It suffices to note in this introduction that besides a first degree in Early Childhood Education, the FECE is involved, to begin with, in five postgraduate programs, four of which in collaboration with other Faculties and Universities. The oldest of these, originally entitled “Comparative Education and Human Rights”, began functioning in 1994 in collaboration with the Institute of Education of the University of London. It has, however, now evolved into two independent programs: a) “Education and Human Rights” offering an officially joint degree with the Institute of Education, and b) “Special Education” organized solely by the FECE. In addition, in 1997 the FECE collaborated with the Faculty of Political Science and Public Management of the School of Law, Economic and Political Science of the University of Athens in the program “Political Science and Sociology”, given a notable number of its academic personnel at that time working in the social sciences. In the academic year 2005-06 the degree “Information and Media Technologies in Education” was established, given the interest of some of the academic staff in the use of new technologies in education as well as in children’s relationship with the mass media. It was co-organized with the Faculty of Communication and Mass Media of the University of Athens and the Faculty of Architecture of the University of Thessaly (with the Faculty of Electronics of the Higher Institute of Technology of Piraeus also involved in teaching). Finally, in 2009-10 a program in “Counselling Psychology and Counselling in the Education, Health and Work Settings” began with the collaboration of the Faculty of Social Management of the University of Thrace, given the long term functioning of a Counselling Center in the FECE.

In addition, the FECE has contributed to the life-long education of teachers in two ways: For one, it has been responsible for the Institute for the Life Long Education of Kindergarten Teachers of Athens (“Didaskaleion” in Greek), which was established by the Ministry of Education in 1995. It was part of four overall such institutes at the Universities of Athens

and Thessaloniki, which were addressed to teachers of considerable experience and two of them to primary school teachers. All these Institutes ceased functioning in the academic year 2011-12, following a decision by the Ministry to abolish or transform them, although the final decision on their future is still pending. In addition, since 1997 the FECE organized programs for the academic and professional development of teachers who had been trained in the two-year institutes before the establishment of higher education faculties of Education. These programs ran in other Greek universities as well with funds from the Ministry of Education and the European Union, in order to provide alumni of the two-year institutes with the chance of obtaining a degree equivalent to the four-year university one. Since these teachers were considered experienced, they were required to enroll only in theoretically-oriented courses. Although these programs are now practically complete, a few remaining graduates of the two-year institutes keep enrolling for this purpose in the FECE.

Finally, the FECE has been involved in a variety of research and intervention activities. Most notable among its intervention activities are two large-scale programs: one for the Education of Muslim children with mother tongues other than Greek in Western Thrace mostly at the primary school level, and the second for the education of preschoolers in day-care centers. The notable number of research programs headed by the academic staff have been funded by a variety of Greek and European Union sources. The FECE also hosts eight laboratories which serve its teaching activities: "Special Education – Early Intervention", "Child and Family Psychology", "Applied Pedagogy in Early Childhood", "Environmental Education", "Visual Arts", "Computer", "Theatre and Music Education" and "Physical Science and Mathematics". In addition, it operates four research centres, some of which have been engaged in international collaborations: the Greek Section of the International Association for the Evaluation of Academic Achievement (IEA), the Centre of Environmental Education Research, the Centre of Environmental Education Research, the Centre for Research, Assessment and Implementation of Inclusive Educational Programs, as well as the Centre of Intercultural Research and Educational Intervention. Finally, it continuously organizes conferences and meetings of various sorts (e.g. an annual conference on mathematics education and various meetings on intercultural education).


OBJECTIVES

The FECE has the privilege of offering a professionally-oriented degree. However, in the spirit of the 1984 law which established it, it aspires to a scientifically-based education for early childhood teachers. More specifically, it sees their practical training as intimately connected to knowledge of the theories, methods and applications of the educational sciences.

It strives to enable future teachers to understand the complexity of educational phenomena and their social and psychological determinants. It also seeks to undermine the traditional conception of pedagogic practices as applications of regulations and teaching techniques and to reveal their often implicit theoretical foundations. It thus cultivates students' critical stance towards established teaching practices, while at the same time enabling them to innovate in their own practices. The theoretical foundations of such a stance as well as for innovation are drawn from multiple disciplines. For instance, art education courses touch upon theoretical and historical aspects of music, painting and theatre and not only their use as a pedagogical tool. Moreover, they stress that such use needs to exploit knowledge from various fields, such as developmental psychology on children's capacities for learning, pedagogy on techniques of transmitting knowledge and sociology on sociocultural differences among children.

FECE graduates work as professional teachers at the preschool and early school levels. The kindergarten is a critical educational institution for at least the following reasons: It is often the earliest socialization agency outside the family for the notable number of children in Greece who have not attended day-care centers. It also marks the child's first contact with formal schooling, including more specifically the more standardized versions of Greek (whether this is their first language or as is more often the case nowadays their second language) and more generally the formal culture and symbols of knowledge. Only teachers with a strong scientifically-based training can undertake the complex task of educating children at this age, i.e. typically in Greece four- to six-year olds.

Besides professional training of teachers, the FECE provides foundational knowledge in various disciplines of the physical and social/human sciences which are relevant to education as well as methods of scientific research. Its program of courses thus additionally prepares students for postgraduate studies not only in education but also in related fields and professional orientations, such as psychology or speech therapy.

The background of the slide is a photograph of a large, empty lecture hall. The seats are dark and arranged in many rows, receding into the distance. The lighting is somewhat dim, and the overall tone is muted. A semi-transparent grey vertical bar is on the left side of the slide, and the text is overlaid on the upper part of the image.

Finally, the FECE undertakes systematic internal evaluation of its teaching, research and administrative activities since 2009, for the purpose of continuously restructuring its functions.

ADMINISTRATIVE STRUCTURE

ADMINISTRATIVE STRUCTURE

According to recent reforms of Greek higher education (Laws 4009/2011, 4076/2012 and 4115/2013), which have not however yet been fully enforced, the fundamental academic unit is the faculty. It leads to a degree in a particular discipline, but with the possibility of a specialization if a faculty desires it. Each faculty is governed by a President and a General Assembly. The Assembly consists of professors and lecturers as well as one representative from each of the four following bodies: the Special Administrative Technical Personnel, the Special Laboratory and Teaching Personnel, undergraduate and postgraduate students.

Faculties of related disciplines can form a School. A Presidential Decree in June 2013 established a School of Education for the first time in the University of Athens, where the FECE was placed alongside the Faculty of Primary Education. The School of Education is run by a Dean and a three-member Dean's Committee, consisting of the Dean and the Presidents of its two Faculties.

Overall, the University of Athens is run by a Board of Trustees, the Rector and the Senate. The FECE is represented in the Senate through its President but also the Dean of the School of Education.

Academic year 2013-14

President of the FECE: Evgenia Flogaiti

Head Secretary of the FECE: Anastasia Gontika

PERSONNEL

ACADEMIC PERSONNEL

Professors

Kyriacos Athanasiou (Biology and Health Education)

Dimitris Chassapis (Mathematics Education)

Thalia Dragona (Social Psychology)

Evgenia Flogaiti (Environmental Education)

Vassilis Gialamas (Qualitative and Quantitative Analysis of Data)

Demetra Katis (Psychology of Language)

Maria Malikiosi–Loizos (Counselling Psychology)

Dimitra Makrynioti (Sociology)

Vassilis Tselfes (Physics and Science Education)

Athina Zoniou-Sideri (Special Education – Inclusive Education)

Associate Professors

Alexandra Androussou (Teaching Methods and Development of Educational Material)

Nelli Askouni (Sociology of Education)

Fotini Assimakopoulou (History)

Evie Zambeta (Comparative Education and Education Policy)

Evangelia Kourti (Social Psychology – Communication)

Mary Leontsini (Gender Theories)

Angela Yannicopoulou (Children’s Literature)

Assistant Professors

Chara Cortessis-Dafermou (Early Childhood Education Curricula and Teaching Approaches)

Kalliroy Papadopoulou (Developmental Psychology)

Despina Papoudi (Developmental Psychology and Psychopathology)

Antigoni Paroussi (Pedagogy of Theatrical Expression)

Maria Sfyroera (Teaching Approaches in Early Childhood Education)
Vassilis Tsafos (Pedagogical Theory and Curricula Studies)
Evdoxia Nteropoulou-Nterou (Special Education – Inclusive Education)

Lecturers

Alexandra Vassilopoulou (Sociology of Educational Practices)

Special Laboratory and Teaching Personnel

Ourania Kouvou (Visual Arts Education)

Nikolas Tsaftaridis (Music and Movement Education)

Personnel from other faculties

Courses are occasionally taught by academic staff of other faculties at the University of Athens or other Greek universities:

Panagiotis Tzamaras (Theatre Education) Special Laboratory and Teaching Personnel of the Faculty of Primary Education, University of Athens.

Honorary professors

Kostas Chryssafides (Pedagogy)

Maria Heliou (Comparative Education)

Anna Frangoudaki (Sociology)

Georgia Kontogiannopoulou-Polydorides (Sociology)

Eugenia Koutsouvanou (Pedagogy)

Olga Maratos-Panopoulou (Developmental and Clinical Psychology)

Giannis Papakostas (Greek Literature)

Gella Varnava-Skoura (Pedagogy)

Primary and secondary education teachers

While officially working in public education at the primary and secondary levels, experienced teachers are temporarily relocated to higher education in order to contribute to the practical training of students in education faculties.

ADMINISTRATIVE PERSONNEL

Gontika Anastasia (Head Secretary)

Bothou Francesca

Chalazoniti Athanasia

Delikou Maria

Georgiou Evgenia

Georgopoulou Stavroula

Iliopoulou Maria

Koutsouvelis Symeon

Ladia Vasiliki

Lykoka Kostantina

Mavrea Maria

Nikolidaki Ioanna

Polydoridi Christina

Sotiriou Helen

Tabaki Paraskevi

Special Administrative Technical Personnel

Gargaropoulou Athina

Manesis Dionisis

Library Personnel

Christodoulou Helen

Kriari Helen

Orfanou Alexia

LOCATION

The FECE is located in the center of Athens, near the historic Propylea Building of the University (hosting the Rector's Office and the Ceremonies Auditorium). Even though most schools of the University are nowadays located off-center in the Zografou Campus, the center of the city still hosts the Schools of Law, Education, as well as Economic and Political Sciences. The FECE is more particularly located in four buildings: the main one in the New Chemistry Building at 13a Navarinou St., hosting above all the secretariat and most of the teaching rooms, three buildings nearby in 31-35 Ippokratous St. hosting some teaching and research activities, while a visual arts laboratory is located further off in 5 Stadium St. near the heart of Athens in Syntagma Square.

LOCATION

NEW CHEMISTRY BUILDING, 13A NAVARINOU ST.

Teaching rooms and laboratories:

3rd floor: Two auditoriums ΓΑ “Alexandros Delmouzos” and ΓΔ “Dimitris Glinos” as well as the Rooms “Irine Paidoussi” and “Rosa Imvrioti”.

2nd floor: Large Auditorium (MANX)

Ground Floor: Small Auditorium (maNX)

Basement: Auditorium Y, Room YAI and the Theatre and Music Education Laboratory in the Room “Polyxeni Matey”.

Academic personnel offices: 3rd floor

Secretariat: Ground floor

Centre of Research and Intervention in Education:

3rd floor: Greek Center of the International Association for the Evaluation of Academic Achievement (IEA)

Library and reading room:

3rd floor: Library and reading room of the M.A. in “Information and Communication Technologies in Education

35 IPPOKRATOUS ST. BUILDING

Teaching rooms and laboratories:

4th floor: Computer Laboratory

3rd floor: Seminar Room “Aikaterini Laskaridou”

2nd floor: Seminar Room “Penelope Delta”

6th floor: Laboratory of Child and Family Psychology,

4th floor: Environmental Education Laboratory

5th floor: Special Education – Early Intervention Laboratory

Academic personnel offices

1st to 6th floor

Administrative support:

3rd floor: Support Offices for the M.A.s “Education and Human Rights” as well as “Special Education”

1st floor: Special Administrative Technical Personnel

Centres of Research and Intervention in Education:

5th floor: Centre of Intercultural Research and Educational Intervention, Centre for Research, Assessment and Implementation of Inclusive Educational Programs

4th floor: Environmental Education Research Centre

6th floor: Peer Counselling Center

Libraries and reading rooms:

6th floor: Reading room of the M.A. Program “Counselling Psychology and Counselling in the Education, Health and Work Settings”

3rd floor: Library of the M.A. Programs “Education and Human Rights” and “Special Education”

33 IPPOKRATOUS ST. BUILDING

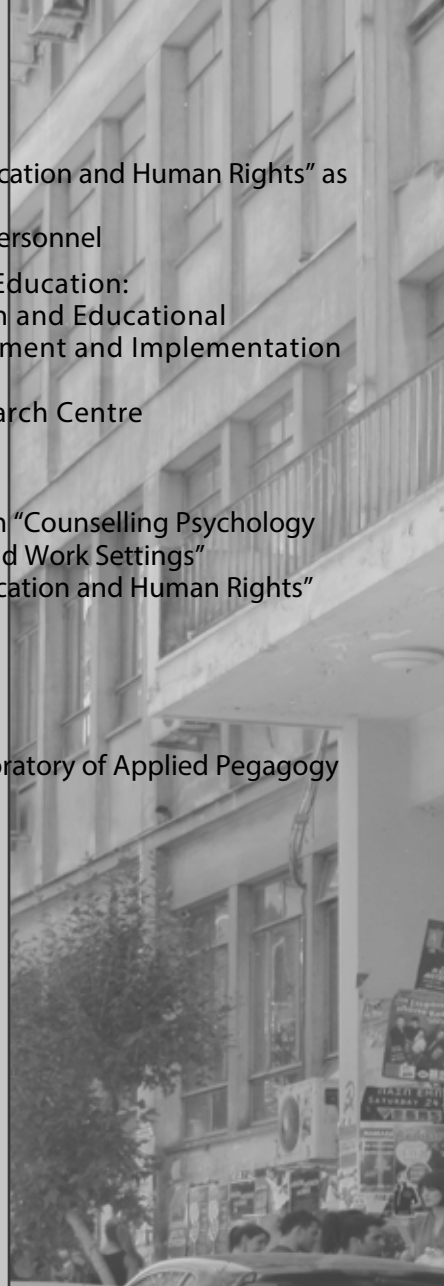
Teaching rooms and laboratories:

1st floor: Postgraduate Seminar Room, Laboratory of Applied Pedagogy

Ground floor: Postgraduate Seminar Room

Academic personnel offices: 1st floor

Library: Mezzanine



31 IPPOKRATOUS ST. BUILDING

Teaching room and laboratory:

4th floor: Laboratory of Physical Sciences and Mathematics

Academic Personnel offices: 3rd – 4th floor

Institute for the Lifelong Education of Kindergarten Teachers:

5th floor: Secretariat

5 STADIΟΥ ST. BUILDING

Teaching Room and Laboratory:

Ground floor: Visual Arts Laboratory

ADDRESSES AND TELEPHONES

Administrative personnel +30 210

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Special Laboratory and Teaching Personnel

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EXIT

ACADEMIC PROGRAMS

UNDERGRADUATE STUDIES

THE PROGRAM OF COURSES

THE PROGRAM OF COURSES

The program of courses (PC) was restructured in the academic year 2012-13 for all students enrolled in the FECE since the academic year 2011-2012. However, it also applies to students admitted earlier, with a few exceptions clearly indicated in the detailed description of the program which follows.

The PC aims at acquainting students with the trans- and inter-disciplinary approaches to early childhood education. It consists of several modules of courses, ten of which are compulsory and three optional. The compulsory modules include: Pedagogy; Psychology; Sociology; Research Methodology; Science Education; Art Education; Language, Literature, History; Practical Training in Education and Research; Foreign Language; Interdisciplinary Week-long Workshops. The optional modules include a dissertation, courses in other Faculties of the University of Athens and a second foreign language. Students are particularly encouraged to take up one course in other Faculties of the University of Athens as well as courses in foreign universities through the Erasmus Exchange Program of the European Union (see information on the Erasmus Program in the relevant section of the Student's Guide).

Students must choose a minimum number of courses from the compulsory modules, as is indicated in the detailed Program. Moreover, within each of these module, some courses are absolutely obligatory while others are merely optional. The PC indicates an appropriate semester for all courses. However, this indication is merely a suggestion for elective courses but obligatory for compulsory ones, which are often prerequisites for other courses. Moreover, compulsory courses can not be registered by students in a year of studies which precedes the semester indicated. By contrast, this possibility is not disallowed for electives. Nonetheless, students need to take seriously into account the suggested semesters, because they are based on a projection of an ideal sequence of courses and also strive to avoid huge audiences in some courses.

The FECE espouses a philosophy of higher education, which aims at an abundant choice of courses for students without bypassing the need for guidelines and compulsory modules and courses. This allows, for one, students to take the responsibility of designing a partly personal program of courses, so as to specialize in what interests them most. It also allows the FECE a partly flexible program which serves academic and practical needs. More

specifically, it offers the chance to academic staff to renew the courses they teach if they find it useful, but also allows replacement of courses by others in a module in case of a turn over in the academic staff.

The FECE has attempted for several years to ameliorate the problem of large audiences, a more general problem of mass higher education in Greece, by dividing the students in its compulsory courses in at least two groups. However, this objective has not always been realized recently due to the shortage of teaching personnel.

Students must pay particular attention to the specific requirements of each course and of the program of courses more generally. More specifically, prerequisite courses are occasionally indicated, at times as absolutely obligatory but at other times simply as suggested. In addition, a few courses are jointly provided, requiring registration for both of them in the same semester. There are finally courses which accept only a limited number of students, on the basis of criteria delineated by the teachers. These are typically seminars, laboratories and workshops, which students are moreover required to always attend.

As a rule each course corresponds to 3 teaching credits (TCs, traditionally figured in Greek higher education in terms of hours taught) or 5 ECTS, with the following exceptions. The courses in the Module of the Practicum in Teaching and Research correspond to 7 TCs or 8 ECTS. In the Foreign Language Module some courses correspond to 2 TCs or 3,3 ECTS. The elective thesis corresponds to 12 TCs or 20 ECTS. The credits required for obtaining the degree are more specifically as follows:

For students enrolled since the academic year 2011-2012: Total: 161 T.C.s or 250 ECTS

Compulsory courses: 116 teaching units or 175 ECTS

Elective courses: 45 teaching units or 75 ECTS

For students enrolled in the academic year 2010-2011 and earlier:

Total: 161 T.C.s or 250 ECTS

Compulsory courses: 113 teaching units or 170 ECTS

Elective courses: 48 teaching units or 80 ECTS

All relevant information on courses, including their content, prerequisites, suggested or compulsory semesters, maximum number of students enrolled etc., are provided in the detailed description of modules and courses of the academic year 2013-2014.



Ερευνα στις
Επιστήμες
12





OVERVIEW
OF THE PROGRAM
OF COURSES FOR
THE ACADEMIC YEAR
2013-2014

OVERVIEW OF THE PROGRAM OF COURSES FOR THE ACADEMIC YEAR 2013-2014

Module 1: Pedagogy

15 teaching credits required (TCs). Four (4) compulsory courses and one (1) elective. However, students enrolled in the academic year 2010-11 and earlier must attend only three (3) compulsory courses and two (2) electives.

101. Introduction to the educational sciences I (compulsory)

(3 TCs, 5 ECTS)

A. Androussou & V. Tsafos, 1st semester. Taken in parallel with Course 127.

127. Introduction to the educational sciences II (compulsory)

(3 TCs, 5 ECTS)

A. Androussou & V. Tsafos, 1st semester. Taken in parallel with Course 101.

107. Literacy and pedagogic practices in early childhood I

(3 TCs, 5 ECTS)

Ch. Cortessis-Dafermou, 5th semester, Seminar (maximum of 40 students).

128. Literacy and pedagogic practices in early childhood II

(3 TCs, 5 ECTS)

Ch. Cortessis-Dafermou. 8th semester. Prerequisite Course 107. Not taught this academic year.

108. Inclusive education I

(3 TCs, 5 ECTS)

A. Zoniou-Sideri, 4th semester. Taken in parallel with Course 129.

129. Inclusive education II

(3 TCs, 5 ECTS)

A. Zoniou-Sideri, 4th semester. Taken in parallel with Course 108.

109. Introduction to special education (compulsory)

(3 TCs, 5 ECTS)

Zoniou-Sideri & E. Nteropoulou–Nterou, 3rd semester.

111. Educating children with the sensory impairments of deafness and blindness

(3 TCs, 5 ECTS)

A. Zoniou-Sideri, 7th semester. Seminar. Prerequisite Courses 108. and 109.

112. Introduction to environmental education/education for sustainable development (compulsory)

(3 TCs, 5 ECTS)

E. Flogaiti, 4th semester.

113. Instructional methods and strategies in environmental education/education for sustainable development

(3 TCs, 5 ECTS)

E. Flogaiti, 6th semester. Seminar. Prerequisite Course 112.

117. Health education

(3 TCs, 5 ECTS)

K. Athanasiou, 2nd semester.

118. Production and development of educational material

(3 TCs, 5 ECTS)

A. Androussou, 6th semester. Seminar (maximum of 30 students).

119. Oral and written language in disability I

(3 TCs, 5 ECTS) and

E. Nteropoulou–Nterou, 5th semester. Taken in parallel with Course 130.

130. Oral and written language in disability II

(3 TCs, 5 ECTS)

E. Nteropoulou–Nterou, 5th semester. Taken in parallel with Course 119.

121. The pedagogical framework of environmental education/education for sustainable development

(3 TCs, 5 ECTS)

E. Flogaiti, 5th semester. Prerequisite Course 112.

124. Environmental and sustainability issues

(3 TCs, 5 ECTS)

E. Flogaiti, 3rd semester.

132. Educating the mentally retarded and physically disabled

(3 TCs, 5 ECTS)

A. Zoniou-Sideri, 3rd semester.

133. Critical pedagogy and educational practice

(3 TCs, 5 ECTS)

V. Tsafos, 3rd semester.

Module 2: Psychology

12 TCs required. Three (3) compulsory courses and one (1) elective.

202. Child development I (compulsory)

(3 TCs, 5 ECTS)

R. Papadopoulou & D. Papoudi, 1st semester. Students divided in two groups.

222. Child development II (compulsory)

(3 TCs, 5 ECTS)

R. Papadopoulou & D. Papoudi, 2nd semester. Students divided in two groups.

204. Language development (compulsory)

(3 TCs, 5 ECTS)

D. Katis, 3rd semester.

207. Currents in social psychology

(3 TCs, 5 ECTS)

Th. Dragona, 5th semester. Not taught this academic year.

208. Sociological and psychological theories of the family

(3 TCs, 5 ECTS)

Th. Dragona, 5th semester.

210. Childhood and the media

(3 TCs, 5 ECTS)

E. Kourti, 3rd semester. Not taught this academic year.

213. Counselling psychology

(3 TCs, 5 ECTS)

M. Malikiosi-Loizos, 6th semester.

214. Counselling skills in education

(3 TCs, 5 ECTS)

M. Malikiosi-Loizos, 7th semester. Seminar. Suggested prerequisite Course 213.

215. Educational psychology

(3 TCs, 5 ECTS)

M. Malikiosi-Loizos, 1st semester.

216. Theories of cognitive development

(3 TCs, 5 ECTS)

R. Papadopoulou, 4th semester. Not taught this academic year.

220. Developmental psychopathology and interpersonal communication

(3 TCs, 5 ECTS)

D. Papoudi, 8th semester. Seminar. Not taught this academic year.

221. Group communication

(3 TCs, 5 ECTS)

E. Kourti, 8th semester.

223. Psychological disorders in the preschool and early school-age period

(3 TCs, 5 ECTS)

D. Papoudi, 5th semester. Prerequisite Course 906.

224. Classroom psychology: effective teaching and learning

(3 TCs, 5 ECTS)

M. Malikiosi–Loizos, 2nd semester. Not taught this academic year.

Module 3: Sociology

9 TCs required. Two (2) compulsory courses and one (1) elective.

301. Introduction to sociology (compulsory)

(3 TCs, 5 ECTS)

M. Leontsini & A. Vassilopoulou, 1st semester. Students divided in two groups.

303. Social parameters of the educational process

(3 TCs, 5 ECTS)

A. Vassilopoulou, 3rd semester. Seminar. Suggested prerequisite Course 306. Not taught this academic year.

304. Sociological approaches to childhood I

(3 TCs, 5 ECTS)

D. Makrynioti, 3rd semester.

317. Sociological approaches to childhood II

(3 TCs, 5 ECTS)

D. Makrynioti, 4th semester. Prerequisite Course 304. Not taught this academic year.

306. Introduction to the sociology of education (compulsory)

(3 TCs, 5 ECTS)

N. Askouni & A. Vassilopoulou, 2nd semester. Students divided in two groups.

308. Sociology of the body

(3 TCs, 5 ECTS)

D. Makrynioti, 4th semester. Not taught this academic year.

309. Globalisation and education

(3 TCs, 5 ECTS)

E. Zambeta, 7th semester. Not taught this academic year.

311. Education policy I: educational institutions in early childhood

(3 TCs, 5 ECTS)

E. Zambeta. 3rd semester. Not taught this academic year.

310. Education policy II

(3 TCs, 5 ECTS)

E. Zambeta, 6th semester.

313. Gender theories

(3 TCs, 5 ECTS)

M. Leontsini. Prerequisite Course 306. Not taught this academic year.

314. Gender and cultural practices

(3 TCs, 5 ECTS)

M. Leontsini, 6th semester. Prerequisite Course 306.

Module 4: Research methodology

9 TCs required. Three (3) compulsory courses. However, students enrolled in the academic year 2010-11 and earlier must complete 6 TCs or two (2) compulsory courses.

401. Research methods in the social sciences I (compulsory)

(3 TCs, 5 ECTS)

Th. Dragona, A. Vassilopoulou & E. Kourti, 2nd semester. Taken in parallel with Course 407.

407. Research methods in the social sciences II (compulsory)

(3 TCs, 5 ECTS)

Th. Dragona, A. Vassilopoulou & E. Kourti, 2nd semester. Taken in parallel with Course 401.

403. Research methods in the human sciences: statistics (compulsory)

(3 TCs, 5 ECTS)

V. Gialamas, 3rd and 4th semester. Students divided in two groups.

Module 5: Physical sciences

6 TCs required. One (1) compulsory course and one (1) elective.

501. The evolution of scientific ideas

(3 TCs, 5 ECTS)

V. Tselfes, 8th semester. Suggested prerequisite Course 502. Not taught this academic year.

502. Natural science concepts I

(3 TCs, 5 ECTS)

V. Tselfes, 2nd semester. Not taught this academic year.

5K1. Theatre applications and science education I

(3 TCs, 5 ECTS)

V. Tselfes & A. Paroussi, 5th semester. Workshop. Taken in parallel with Course 6K1 (overall offering 3 TCs in Module 5 and 3 in Module 6). Suggested prerequisites Course 502. and one course on theatre education. Not taught this academic year.

5K2. Theatre applications and science education II

(3 TCs, 5 ECTS)

V. Tselfes & A. Paroussi, 6th semester. Workshop. Taken in parallel with Course 6K2 (overall offering 3 TCs in Module 5 and 3 in Module 6). Prerequisite Course 5K1. Not taught this academic year.

514. Fundamental concepts of mathematics

(3 TCs, 5 ECTS)

D. Chassapis, 1st semester.

504. Logico-mathematical relations and arithmetic concepts in early childhood

(3 TCs, 5 ECTS)

D. Chassapis, 3rd semester. Prerequisite Course 514.

509. Topics in the history and philosophy of mathematics

(3 TCs, 5 ECTS)

D. Chassapis, 2nd semester.

510. Spatial relations and geometrical concepts in early childhood education

(3 TCs, 5 ECTS)

D. Chassapis, 4th semester. Prerequisite Course 514.

511. Manipulatives and activities for mathematics education in early childhood

(3 TCs, 5 ECTS)

D. Chassapis, 5th semester.

505. Introduction to informatics

(3 TCs, 5 ECTS)

V. Gialamas & D. Manesis, 1st and 2nd semester. Students divided in two groups.

506. Introduction to the use of new technologies in education

(3 TCs, 5 ECTS)

V. Gialamas (in collaboration with K. Nikolopoulou), 2nd semester. Not taught this academic year.

508. Introduction to biological science I (compulsory)

(3 TCs, 5 ECTS)

K. Athanasiou, 1st semester

515. Introduction to biological science II: human biology

(3 TCs, 5 ECTS)

K. Athanasiou, 1st semester

512. Exploiting information and communication technologies in early childhood education

(3 TCs, 5 ECTS)

V. Gialamas (in collaboration with K. Nikolopoulou), 7th semester. Not taught this academic year.

513. Evolution of the nervous system: contemporary approaches

(3 TCs, 5 ECTS)

K. Athanasiou, 8th semester. Seminar. Students divided in two groups.

Module 6: Arts Education

9 TCs required. Three (3) compulsory courses. However, one (1) course must be selected from each of the three areas of music, theatre and visual arts.

601. Theories of music and movement education I

(3 TCs, 5 ECTS)

N. Tsafaridis, 1st semester.

619. Theories of music and movement education II

(3 TCs, 5 ECTS)

N. Tsafaridis, 2nd semester. Prerequisite Course 601.

602. Building improvised musical instruments with odd materials

(3 TCs, 5 ECTS)

N. Tsafaridis, 3rd semester. Maximum of 60 students.

605. Construction of musical instruments for introducing musical idioms I

(3 TCs, 5 ECTS)

N. Tsafaridis, 5th semester. Workshop/Seminar (maximum of 50 students).

620. Construction of musical instruments for introducing musical idioms II.

(3 TCs, 5 ECTS)

N. Tsafaridis, 6th semester. Seminar. Prerequisite Course 605.

606. Percussive musical instruments and sound generators

(3 TCs, 5 ECTS)

N. Tsafaridis, 7th semester. Workshop. Suggested prerequisite Course 605.

607. Visual arts education

(3 TCs, 5 ECTS)

O. Kouvou, 6th semester.

608. Visual arts: elements and techniques

(3 TCs, 5 ECTS)

O. Kouvou, 3rd semester. Workshop (maximum of 60 students). Suggested prerequisite Course 610.

610. Visual arts history

(3 TCs, 5 ECTS)

O. Kouvou, 1st semester.

611. Introduction to puppet theatre

(3 TCs, 5 ECTS)

A. Paroussi, 2nd semester.

618. Children's drawing: contemporary approaches

(3 TCs, 5 ECTS)

O. Kouvou, 7th semester. Seminar (maximum of 15 students). Suggested prerequisite Course 607.

6K1. Theatre applications and science education I

(3 TCs, 5 ECTS)

V. Tselfes & A. Paroussi, 5th semester. Workshop. Taken in parallel with Course 5K1 (overall offering 3 TCs in Module 5 and 3 in Module 6). Prerequisite Course 502 and one on theatre education. Not taught this academic year.

6K2. Theatre applications and science education II

(3 TCs, 5 ECTS)

V. Tselfes and A. Paroussi, 6th semester. Workshop. Taken in parallel with Course 5K2 (overall offering 3 TCs in Module 5 and 3 in Module 6). Prerequisite Course 6K1. Not taught this academic year.

614. Contemporary and traditional aspects of shadow theatre: pedagogical applications

(3 TCs, 5 ECTS)

A. Paroussi, 2ndsemester.

615. Modern teaching methods through exploitation of drama and theatre

(3 TCs, 5 ECTS)

P. Tzamargias, 1st semester.

616. Theatre education

(3 TCs, 5 ECTS)

P. Tzamargias, 8th semester. Seminar (compulsory attendance, maximum of 60 students).

Module 7: Language, literature and history

12 TUs required. Three (3) compulsory courses and one (1) elective.

718. Children's literature: theoretical approaches

(3 TCs, 5 ECTS)

A. Yannicopoulou, 2nd semester. Seminar. Not taught this academic year.

704. Children's literature: an introduction (compulsory)

(3 TCs, 5 ECTS)

A. Yannicopoulou, 3rd semester.

706. Children's literature in early childhood education

(3 TCs, 5 ECTS)

A. Yannicopoulou, 5th semester. Offered only to students in their 5th semester. Prerequisite Course 704.

707. Greek history, 19th century (compulsory)

(3 TCs, 5 ECTS)

F. Assimakopoulou, 4th semester. Students divided in two groups.

708. History of education

(3 TCs, 5 ECTS)

F. Assimakopoulou, 5th semester. Seminar (maximum of 30 students).

711. Greek history, 20th century

(3 TCs, 5 ECTS)

F. Assimakopoulou, 7th semester. Seminar (maximum of 30 students).

709. Language, society and mind (compulsory)

(3 TCs, 5 ECTS)

D. Katis, 2nd semester.

710. Written language, society and mind

(3 TCs, 5 ECTS)

D. Katis, 5th semester.

714. Bilingualism and education

(3 TCs, 5 ECTS)

D. Katis, 4th semester.

719. Language and thought

(3 TCs, 5 ECTS)

D. Katis, 7th semester.

Module 8: Foreign language

6 TUs required. No courses will be taught in the academic year 2013-14 due to shortage of personnel. The relevant credits can be covered through official recognition of certificates of foreign language knowledge as well as elective courses in other modules.

801. English language I

(0 TUs, 0 ECTS)

Winter term. Not taught this academic year.

802. English language II

(2 TUs, 2 ECTS)

Spring term. Teacher to be announced.

803. Scientific terms and texts I

(2 TUs, 4 ECTS)

Winter term. Teacher to be announced.

804. Scientific terms and texts II

(2 TUs, 4 ECTS)

Spring term. Suggested prerequisite Course 803. Teacher to be announced.

Module 9: Practicum in education and research

35 TUs required. Five (5) compulsory courses. Three are absolutely compulsory, i.e. 906., 901. and 902., one (1) course must be selected from the Submodule of "Practicum in various subjects" and one (1) from the Submodule of "Practicum in research methods".

906. Observing the kindergarten – Analyzing and understanding the classroom framework (compulsory)

(7 TCs, 8 ECTS)

V. Tsafos & A. Androussou, 4th semester. Students divided in two groups.

901. Educational plans and pedagogical practices in the kindergarten (compulsory)

(7 TCs, 8 ECTS)

Ch. Cortessis-Dafermou & M. Sfyroera, 5th and 6th semesters. Students divided in four groups.

902. Planning, organizing and managing learning environments in early childhood (compulsory)

(7 TCs, 8 ECTS)

Ch. Cortessis-Dafermou & M. Sfyroera, 5th and 6th semesters. Students divided in four groups.

Submodule: Practicum in various subjects (compulsory)

Eleven (11) courses are offered to students in their 7th or 8th semester, with the choice of one (1) being compulsory. The number of students in each course is limited. Students can initially note their choice but can register for a course only after ascertaining that this is possible. Practical problems of allocation of students to different courses do not always allow students to attend their first choice of a course.

93A. Migrants, minorities and education: identities and social hierarchies

(7 TCs, 8 ECTS)

A. Androussou & N. Askouni, 8th semester. Taught 4 hours a week in two 2-hour sessions.

93B. Music and movement education in early childhood: applications

(7 TCs, 8 ECTS)

N. Tsafaridis, 8th semester. Prerequisite Course 601.

93Γ. Inclusive education practices

(7 TCs, 8 ECTS)

E. Nteropoulou –Nterou, 8th semester.

93Δ. Picturebooks in early childhood education

(7 TCs, 8 ECTS)

A. Yannicopoulou, 7th semester. Prerequisite Course 706.

93E. The educator and the curriculum

(7 TCs, 8 ECTS)

V. Tsafos, 8th semester.

93Z. Practice in environmental education/education for sustainable development (Theory and practice)

(7 TCs, 8 ECTS)

E. Flogaiti, 8th semester. Seminar. Prerequisite courses 112. and 121. Taught 4 hours a week in two 2-hour sessions.

93H. Art studio I & II

(7 TCs, 8 ECTS)

O. Kouvou, 8th semester. Suggested prerequisite Course 607. Taught 4 hours a week in two 2-hour sessions.

93Θ. Children and play in the kindergarten

(7 TCs, 8 ECTS)

R. Papadopoulou, 8th semester. Prerequisite Course ΘΕ4.

93I. Puppet theatre and improvisations: practical training

(7 TCs, 8 ECTS)

A. Paroussi, 8th semester.

93K. Science education

(7 TCs, 8 ECTS)

V. Tselfes, 7th semester. Workshop. Not taught this academic year.

93Λ. Manipulatives and activities for introducing mathematics in early childhood II

(7 TCs, 8 ECTS)

D. Chassapis, 8th semester. Prerequisite Course 511.

Submodule: Practicum in research methods (compulsory)

Eleven (11) courses are offered to students in their 7th or 8th semester, with the choice of one (1) being compulsory. The number of students in each course is limited. Students can initially note their choice but can register for a course only after ascertaining that this is possible. Practical problems of allocation of students to different courses do not always allow students to attend their first choice of a course.

94A. Research methods in the human sciences: data analysis through statistical software

(7 TCs, 8 ECTS)

V. Gialamas 7th and 8th semester. Students divided in two groups.

94B. Methodologies of reading and writing scientific texts

(7 TCs, 8 ECTS)

D. Makrynioti, 7th semester. Taught 4 hours a week in two 2-hour sessions.

94Γ. Audiovisual communication

(7 TCs, 8 ECTS)

E. Kourti, 7th semester.

94Δ. Educational practices and social inequalities: the family-school relationship

(7 TCs, 8 ECTS)

N. Askouni, 7th semester. 4 hours a week in two 2-hour sessions.

94E. Classroom discourse analysis

(7 TCs, 8 ECTS)

A. Vassilopoulou, 7th semester.

94Ζ. Families of children with disabilities: Investigating issues of home-school collaboration

(7 TCs, 8 ECTS)

E. Nteropoulou –Nterou, 7th semester.

94H. Topics in children's social development

(7 TCs, 8 ECTS)

D. Papoudi, 7th semester. Suggested prerequisites Courses 202 and 222.

94Θ. Natural science concepts II

(7 TCs, 8 ECTS)

V. Tselfes, 7th semester. Not taught this academic year.

94I. Methodological issues in historical science

(7 TCs, 8 ECTS)

F. Assimakopoulou, 7th semester.

94K. Educational action research

(7 TCs, 8 ECTS)

V. Tsafos, 7th semester.

94Λ. Issues in education policy: methods of analyzing educational institutions

(7 TCs, 8 ECTS)

E. Zambeta, 8th semester. Taught 4 hours a week in two 2-hour sessions.

94M. Education for creativity and development in Greek society

(7 TCs, 8 ECTS)

Th. Dragona, 7th semester

Module 10: Interdisciplinary week-long workshops

3 TCs required. One (1) course compulsory in the 3rd year of studies.

ΘΕ1. Intercultural education

(3 TCs, 5 ECTS)

A. Androussou, 5th semester.

ΘΕ2. Gender, body, otherness

(3 TCs, 5 ECTS)

M. Leontsini, 6th semester.

ΘΕ4. Children and play

(3 TCs, 5 ECTS)

R. Papadopoulou (in collaboration with A. Androussou), 6th semester.

ΘΕ6. Social inequalities and education

(3 TCs, 5 ECTS)

N. Askouni (in collaboration with A. Androussou), 6th semester.

ΘΕ7. Differentiated pedagogy

(3 TCs, 5 ECTS)

Ch. Cortessis-Dafermou, M. Sfyroera & V. Tsafos, 5th semester.

ΘΕ8. The family

(3 TCs, 5 ECTS)

Th. Dragona, 5th semester.

ΘΕ9. Applications of counselling psychology early childhood education

(3 TCs, 5 ECTS)

M. Malikiosi-Loizos, 6th semester

Module 11: Dissertation

12 TCs or 20 ECTS

Offered as an elective to students in their 4th year of studies who have passed a number of courses equivalent to 100 TCs or 170 ECTS.

Module 12: Elective courses from other Faculties of the University of Athens

3 TCs, 5 ECTS

Module 13: A second foreign language

3 TCs, 5 ECTS

The TCs required for obtaining the degree are more specifically as follows:

For students enrolled since the academic year 2011-2012:

Total: 161 TCs or 250 ECTS

Compulsory courses: 116 TCs or 175 ECTS

Elective courses: 45 TCs or 75 ECTS

For students enrolled in the academic year 2010-2011 and earlier:

Total: 161 TCs or 250 ECTS

Compulsory courses: 113 TCs or 170 ECTS

Elective courses: 48 TCs or 80 ECTS



BENEFICIARI TITULARI DE AGENȚII DE TURISM

Prezentul tabel prezintă numele, adresa și numărul de înregistrare în Registrul Turismului al agențiilor de turism care au fost înregistrate în anul 2010 și în anul 2011.

Numărul de înregistrare	Numele și adresa	2010	2011
1	AGENZIA DE TURISM "ALFA" SA Strada 123, Nr. 45, Bucuresti		
2	AGENZIA DE TURISM "BETA" SRL Strada 456, Nr. 78, Cluj-Napoca		
3	AGENZIA DE TURISM "GAMA" SA Strada 789, Nr. 101, Iasi		
4	AGENZIA DE TURISM "DELTA" SRL Strada 1012, Nr. 134, Timisoara		
5	AGENZIA DE TURISM "EPA" SA Strada 1345, Nr. 167, Galati		
6	AGENZIA DE TURISM "ZETA" SRL Strada 1678, Nr. 199, Constanta		
7	AGENZIA DE TURISM "ETA" SA Strada 1990, Nr. 231, Sibiu		
8	AGENZIA DE TURISM "THETA" SRL Strada 2312, Nr. 263, Vaslui		
9	AGENZIA DE TURISM "IOTA" SA Strada 2634, Nr. 295, Bacau		
10	AGENZIA DE TURISM "KAPPA" SRL Strada 2956, Nr. 327, Mehadia		

AGENZIA DE TURISM "LAMBDA" SA

AGENZIA DE TURISM "MUTU" SRL

DETAILED DESCRIPTION OF COURSES



Module 1: Pedagogy

The module requires 15 teaching credits, more precisely four compulsory and one elective course. The compulsory courses introduce the educational sciences, methods of instruction as well as special and environmental education. Overall, the courses introduce basic concepts useful for studying the pedagogic relationship and educational institutions. They envisage the sciences of education as alternative approaches to educational phenomena and stand more particularly upon their contemporary trends as well as their historical and epistemological developments. Special attention is paid to education in contemporary Greece. Courses on instructional methods envisage teaching as the primary mode of pedagogic communication. Those on learning processes explore theories of cognitive development as well as issues concerning individual differences in learning, modes of evaluating learning as well as its relationship to teaching. A seminar focuses upon educational material, more specifically its theoretical underpinnings of their choice and production. Finally, courses stand upon the more specialized issues of special, environmental and health education.

101. Introduction to the educational sciences I (compulsory)

A. Androussou & V. Tsafos, 1st semester
Taken in parallel with Course 127.

An overview of educational sciences: their research traditions, content, objectives and interdisciplinary nature. The course focuses upon the historical and epistemological transition from the tradition of Pedagogy to that of the Educational Sciences, the development of educational sciences in Greece and abroad as well as research from a theoretical and a methodological point of view. It also examines instances of educational events and situations, in order to identify their determinants as well as show how they can be described and interpreted through the different perspectives of the various educational sciences. Finally, relevant research and seminal texts of these sciences are studied for the purpose of illustrating their contribution to an understanding of educational reality. Students are evaluated either through examinations or papers handed in throughout the semester.

127. Introduction to the educational sciences II (compulsory)

A. Androussou, V. Tsafos, 1st semester
Taken in parallel with Course 101.

An overview of pedagogic movements and their historical developments from the beginnings of the 20th century to the present, led by the key figures of Dewey, Montessori, Freinet, Cousinet, Claparede and Neil. The course focuses more particularly upon the following issues and theoretical topics: the experiential approach to learning and teaching, the role of motivation in education, differentiated pedagogy, equality of opportunities, group cooperative teaching. Emphasis is placed upon the evolution of pedagogic thinking in Greece (including the important historically movement for the Demotic (vernacular) version of Greek led by Glinos, Delmouzos and Triantafillidis), but also upon educational programs and the trends of critical pedagogy and intercultural education. Seminal texts by key figures of pedagogy in Greece and abroad are studied and placed within their historic context. The course is evaluated either through examinations or papers handed in throughout the semester.

107. Literacy and pedagogic practices in early childhood I

Ch. Cortessis-Dafermou, 5th semester
Seminar (maximum of 40 students).

Literacy is approached as a social and cultural phenomenon, related in post-industrial societies to access to multiple means of producing messages and articulating systems of representation. Literacy practices are analyzed both at the informal level of the family as well as the more structured context of kindergarten and primary school. Practices which support children's understanding of reading and writing are illustrated through research data. Students undertake small-scale research projects on children's paths towards mastery of written language.

128. Literacy and pedagogic practices in early childhood II

Ch. Cortessis-Dafermou, 8th semester
Seminar (maximum of 40 students). Prerequisite Course 107.
Not taught this academic year.

An in-depth elaboration upon the content of Course 107. Students use relevant bibliography in order to rethink and evaluate educational plans on children's literacy that they materialized during their 3rd year practicum but also research data from the projects they undertook in the same framework.

108. Inclusive education I

A. Zoniou-Sideri, 4th semester
Taken in parallel with Course 129.

An introduction to inclusive education policy, which highlights the need for a novel social and educational policy capable of addressing issues of social justice, equality, human rights and lack of discrimination. It explores definitions of disability and inclusion in their historical context as well as the criteria, guidelines and forms of inclusion on a global level.

129. Inclusive education II

A. Zoniou-Sideri, 4th semester
Taken in parallel with Course 108.

The course addresses issues of inclusive education in the context of Greece. It discusses the confusing terminology of the field and provides an overview of the challenges facing the

attempts at inclusion. It highlights the important role of the inclusive education curriculum in the case of children with disabilities. Moreover, it explores issues such as the role of the teacher in inclusive schools, the organization of inclusive programs, pedagogical-instructional theories, methods of inclusion and a differentiated curriculum.

109. Introduction to special education (compulsory)

Zoniou-Sideri & E. Nteropoulou–Nterou, 3rd semester

The course addresses the definitions and goals of special education as a discipline, its multidisciplinary nature and its relationship to other disciplines. It presents the history of special education in Greece since 1900, particularly the legislative framework for persons with disabilities since 1981. It describes the structure and function of the contemporary special school and stands upon issues concerning its curriculum and the role of the special educator. Finally, various interpretations of disability are analyzed.

111. Educating children with the sensory impairments of deafness and blindness

A. Zoniou-Sideri, 7th semester. Seminar.

Prerequisite Courses 108 and 109.

The course focuses upon the sensory impairments of deafness and blindness in two distinct parts: (a) The scope, objectives and methods of deaf children's education in comparison to the education of hard of hearing children. It explores psychological and pedagogical approaches to deaf children as well as their sensory, language and cognitive development. It traces more particularly the development of their cognitive functions (attention, memory, perception) in relation to the need for a smooth transition of deaf and hard of hearing preschoolers into primary education. It reflects upon selection processes for educational placement of children either in an inclusive setting or in a special school for the deaf. It explores issues related to deafness and multiple disabilities as well as curriculum development in the education of the deaf. (b) The scope, objectives and methods of blind children's education. It traces the development of their cognitive functions (attention, memory, perception, imagination) with special emphasis upon spatial orientation, as well as their sensory and language development. Moreover, it describes activities and curriculum development in the education of blind children and the preparation of a smooth transition from preschool to primary education.

112. Introduction to environmental education/education for sustainable development (compulsory)

E. Flogaiti, 4th semester

Introduction to the cognitive and ideological framework of the environment and sustainability so that students can understand the conceptual framework and the pedagogical approach of Environmental Education/Education for Sustainable Development (EE/ESD). More particularly, the course presents basic concepts of EE/ESD such as environment, nature, ecology, environmental issue, economic development and sustainability. Moreover, it focuses upon issues such as the ideological structure of environmentalism and EE/ESD as well as the goals, principles and characteristics of this field including the evolution of EE towards ESD.

113. Instructional methods and strategies in environmental education/education for sustainable development

E. Flogaiti, 6th semester. Seminar.
Prerequisite Course 112.

Based on the pedagogical framework of Environmental Education/Education for Sustainable Development (EE/ESD) students are acquainted with the predominant instructional methods and strategies used in EE/ESD, such as concept mapping, debate, case study, role playing, ethical dilemma, environmental auditing and field study. Students work in groups and implement these methods in class by incorporating contemporary environmental and sustainability issues.

117. Health Education

K. Athanasiou, 2nd semester

Teachers at all educational levels are the key to any successful long-term policy of health promotion. Health education aims at the well being of children. Childhood is a critical period for such intervention not only because habits acquired early in life tend to become permanent, but also because most lesions related to important diseases world-wide are installed in childhood. The course takes into account contemporary social needs (prevention, information, etc.) and recommendations of international organizations. It introduces general concepts of health education but also more specific issues regarding diet, tooth care, cancer prevention, prevention of cardiovascular and genetic diseases, sexual education and environmental effects upon health (including smoke, lead, asbestos

and radiation). Finally, since Health Education has evolved its own teaching methodology, the course focuses upon teaching methods on sexual education and nutrition.

118. Production and development of educational material

A. Androussou, 6th semester
Seminar (maximum of 30 students).

The seminar acquaints students with the knowledge deemed necessary for evaluating but also creating educational materials in ways that conform both to the socio-cultural context and preschool and early school children's experience. More specifically, it introduces the theoretical underpinnings of the production of educational material, in order to present and critically evaluate a wide variety of material available in the market (including printed matter, toys, construction toys/games, electronic resources, educational kits provided by museums or organizations). It also trains students to produce different sorts of educational material and actually try them out in classrooms. Evaluation is based upon written assignments/presentations throughout the seminar but also upon a final paper collectively constructed by all participants. The course is open to a maximum of 30 students.

119. Oral and written language in disability I

E. Nteropoulou–Nterou, 5th semester
Taken in parallel with Course 130.

The course examines the development of oral and written language in early childhood disability, focusing more particularly upon speech and language disorders in preschoolers with deafness, blindness, physical and learning disabilities. It explores issues of diagnosis, etiology and classification of speech and language pathology. It also takes a detailed look at disorders of phonetics, prosody and fluency as well as those related to the structure, semantics and communicative function of oral and written language. It finally describes the goals of speech therapy with the aim of enhancing the collaboration of teachers with speech therapists.

121. The pedagogical framework of environmental education/education for sustainable development

E. Flogaiti, 5th semester
Prerequisite Course 112.

An introduction to the pedagogical framework of Environmental Education/Education for Sustainable Development (EE/ESD). On the basis of case studies students are acquainted with pedagogical principles of EE/ESD such as active learning, collective knowledge construction, development of critical and systems thinking, values analysis and clarification. The course also stands upon concepts regarding the "sustainable school" as well as issues related to school-community collaboration. Moreover, students implement research and activities with the aim of making their University sustainable.

123. Modern approaches to teaching: theory and practice I

M. Sfyroera, 6th semester

The course aims at enabling students to utilize basic concepts of cognitive and sociocognitive theories of learning (Piaget, Bruner, Vygotsky, etc) in their attempts to assess and interpret educational situations as well as construct appropriate learning environments and interventions in early childhood education. Concepts are introduced for studying issues such as previous knowledge, learning meaningful to children, motivation, learning transfer, cognitive and sociocognitive conflict, learning and teaching strategies, knowledge and skills, cognitive obstacles, meta-cognition, learning errors and their utilization, the role of language in the learning process, interaction and learning, mediation and learning. These concepts are approached not only theoretically but also through particular instances of educational practice. Students undertake a small-scale field research project on the basis of observation as well as the clinical interview method. Evaluation is based on the written presentation of this project as well as a final exam. Course enrolment is limited to 50 students.

131. Modern approaches to teaching: theory and practice II

M. Sfyroera, Prerequisite Course 123.
Not taught this academic year.

The course aims at an in-depth exploration of concepts discussed in the prerequisite Course 123. This is achieved through an involvement of students in field research projects,

in which they will mostly exploit the method of a critical clinical interview. Evaluation will be based upon a paper based on this research which is prepared in close collaboration with the teacher throughout the semester.

124. Environmental and sustainability issues

E. Flogaiti, 3rd semester

An in-depth exploration of concepts and dimensions of the environment and sustainable development within the context of Environmental Education/Education for Sustainable Development (EE/ESD). The most important contemporary environmental problems are analyzed in ways which lead students to understand their social and political nature and to thus critically approach local issues in the context of sustainable development. The course explores various issues such as poverty, inequalities, energy, pollution, degradation of natural resources and biodiversity as well as climate change. Their causes and consequences are discussed for the purpose of exploring potential solutions. Particular attention is paid to environmental changes in Greece during the past decades. The course aims to provide students with a better understanding of current environmental challenges but also of the mechanisms of change and resistance created by the interaction of man with nature.

130. Oral and written language in disability II

E. Nteropoulou–Nterou, 5th semester

Taken in parallel with Course 119.

The course focuses upon educational intervention in children with disabilities of preschool and early school ages. It describes instructional methods and material deemed appropriate for fostering the development of oral and written language in such children within a general education structure. These differentiated educational interventions in the preschool and early school context aim, more particularly, at the development of semantics, phonation including prosody and communication skills as well as an acquaintance with written language.

132. Educating the mentally retarded and physically disabled

A. Zoniou-Sideri, 3rd semester

The course is divided into two sections. The first section deals with physical disability, in particular cerebral palsy. It examines the scope and objectives of education for children with cerebral palsy. With an eye to educational intervention, it explores the cognitive functions (attention, memory, perception, thought), language development and motor skills of such children. It also suggests practices which enable their smooth transition into primary education. The second section deals with mental retardation, focusing upon issues regarding its definition. It outlines the cognitive and linguistic development of mentally retarded children. It also discusses the scope, objectives and methods of their education including means of their transition into primary education.

133. Critical pedagogy and educational practice

V. Tsafos, 3rd semester

An introduction to the movement of critical pedagogy and its impact on the objectives and development of the educational process. Seminal texts by key representatives of this movement (Freire, Apple, McLaren, Giroux and Aronowitz) are studied, for the purpose of exploring implications for the various parameters defining the educational act in particular conditions. The course presents various educational programs inspired by critical pedagogy and portrays the educator's role in such a reflective-critical perspective. Course evaluation is based either on examinations or on individual assignments.



Module 2: Psychology

This module requires completion of 12 teaching credits. Three of its four minimum courses are compulsory, more specifically two on child development in the first year of studies and one on children's language development later. The module introduces the theories and methods of psychology in its attempt to study human behaviour, thought and emotion. It offers an overview of traditional subdisciplines such as developmental, clinical, social, educational and counselling psychology. It covers topics such as development, perception, emotions, motives, personality, social adaptation, behavioural difficulties, thinking processes, social parameters of human behaviour and thought, group behaviour, family issues, psychological assessment and measurement, therapeutic approaches and psychological aspects of teaching and learning. Emphasis is placed upon courses on cognitive, social, emotional, language and atypical development during infancy, early and later childhood as well as adolescence.

202. Child development I (compulsory)

R. Papadopoulou & D. Papoudi, 1st semester
Students divided in two groups.

An introduction to the study of child development in psychology. a) History, key issues and theoretical questions of developmental psychology, b) Theoretical approaches to development, c) Methodological issues of research on development, d) The role of hereditary and environmental factors in development, e) Developmental phases with an emphasis upon prenatal development and the newborn infant.

222. Child development II (compulsory)

R. Papadopoulou & D. Papoudi, 2nd semester
Students divided in two groups.

Child development during infancy, the preschool and school-age periods. Emphasis upon a) cognitive, b) emotional and c) social development.

204. Language development (compulsory)

D. Katis, 3rd semester

Introduction to the study of children's development of linguistic and communicative abilities. a) A historical overview of research and theory, theoretical and methodological issues. b) The development of linguistic abilities: how the child acquires the phonology, grammar (morphology and syntax) and the semantics (mainly the lexicon) of his/her language. c) The development of communicative abilities: how the child learns how to use the vocabulary and grammar of his/her language in various communicative contexts and for various goals in conversations and oral and written monologues. Emphasis is placed upon abilities of constructing continuous discourse, mainly narratives and written texts. d) Linguistic/communicative competence and education.

208. Sociological and psychological theories of the family

Th. Dragona, 5th semester

The course examines the concept of the family, the ideological stereotype of the "family", the transformation of the traditional family to new, multiple forms brought about with modernity, the structure and function of the family through a number of theoretical approaches such as the systemic, the social constructionist, the feminist and the psychoanalytic one. Emphasis is being placed on the Greek family and its transformations across time. The entire course aims at bridging the social with the psychological.

210. Childhood and the media

E. Kourti, 3rd semester

Not taught this academic year.

Introduction to the theories and principles of research on the role of the media in the daily lives and development of children. Espousing a communication perspective that takes into account the interaction among children, technology, economics and media texts, the course is organized as follows: history of research on media and children; characteristics of children's contemporary media culture; cognitive, emotional, social and political dimensions of children's relationship with the media; economics and the structure of children's media industry; media representation of children; digital culture and childhood. Particular attention is paid to the implications of children's relationship with the media for education as well as the importance of media education in early childhood.

223. Psychological disorders in the preschool and early school-age period

D. Papoudi, 5th semester

Prerequisite Course 906.

The course introduces psychological disorders in childhood. It explores, more particularly: a) definitions of normality, pathology and mental illness, and b) issues of classifying and assessing disorders. It aims at sensitizing students to the management of children with psychological disorders during the preschool and early school years. It focuses upon the following childhood disorders: mental retardation, autism, learning difficulties, attention-deficit/hyperactivity disorder, eating disorders, neuroses and psychoses.

213. Counselling psychology

M. Malikiosi–Loizos, 6th semester

Introduction to the applied field of counselling psychology, more particularly its theoretical orientations, principles and methods. Issues addressed include more particularly the philosophy, nature and objectives of counselling psychology as well as the process of counselling itself. Counselling psychology aims at promoting people's optimal functioning in order to achieve a better quality of life. It attempts to achieve this aim by helping people in the following ways: a) obtaining self-knowledge by clarifying thoughts and feelings and

discovering personal strengths b) effectively communicating with family, friends as well as groups of people in organizational contexts, c) achieving the ability for conflict resolution and d) setting personal goals.

214. Counselling skills in education

M. Malikiosi–Loizos, 7th semester
Seminar. Suggested prerequisite Course 213.

Introduction to the role of counselling psychology in education. The counselling process is approached as a means of aiding students to effectively apply communication and counselling skills. The seminar explores: a) the core principles of interpersonal-counselling communication, b) effective ways of counselling, c) the structure and the developmental stages of the counselling relationship and d) the monitoring, analysis and evaluation of applying counselling skills. Students practice communication and listening skills via experiential exercises throughout the semester.

215. Educational psychology

M. Malikiosi–Loizos, 1st semester

The course explores cognitive and emotional aspects of learning and teaching, particularly the role of motivation. More specifically, it is concerned with how principles, techniques and other resources of psychology can be applied to educators' efforts to promote students' learning and development. It touches upon the following themes: a) the concept and content of the field of educational psychology, b) basic psychological principles in the development of learning, c) individual differences in the development and pursuit of learning, d) diversity in the classroom, e) factors influencing the development of children's personality, f) the school as a socializing agent, g) behavior problems and skills for managing them in school.

216. Theories of cognitive development

R. Papadopoulou, 4th semester
Not taught this academic year.

A critical introduction to theories of children's cognitive development and their educational implications, focusing more particularly upon the work of Piaget, Bruner and Vygotsky as well as information processing, socio-cognitive conflict and socio-cultural approaches.

224. Classroom psychology: effective teaching and learning

M. Malikiosi–Loizos, 2nd semester
Not taught this academic year.

The course focuses on how the school and more particularly teachers can intervene in the physical, mental, emotional and psychomotor development of children. It highlights the importance of a constructive student-teacher relationship. Through experiential exercises, film screenings and case studies students learn about the personality traits, teaching practices and the philosophical outlook of charismatic educators. In addition, emphasis is placed upon the enhancing of a positive interaction of teachers with parents, deemed a major factor for effective teaching and learning. Lectures and workshops address topics such as behavior problems, conflict management, diversity issues, school-family cooperation, etc

220. Developmental psychopathology and interpersonal communication

D. Papoudi, 8th semester. Seminar.
Not taught this academic year.

An introduction to developmental psychopathology: contexts of development, basic principles, theoretical models and methodological issues. The relationship of developmental psychology to developmental psychopathology is explored through the topic of interpersonal communication in infancy and childhood, more particularly the relevant theoretical issues, empirical data and clinical implications. The seminar additionally deals with the development of interpersonal communication in children with mental retardation, pervasive developmental disorders and specific language impairment. It is open to a maximum of 30 students, who must have successfully completed the following prerequisite courses: "Child Development I", "Child Development II" and "Psychological Disorders during the preschool and early school-age period". Students are also required to always attend the seminar and also submit a written assignment.

221. Group communication

E. Kourti, 8th semester

Introduction to socio-psychological research and the theory of within-groups communication through lectures and experiential activities. The course touches upon the following topics: the history of research on group communication; types, stages of

development and models of group communication; self and identity; verbal and nonverbal communication; issues related to social influence; leadership and decision-making; intergroup behaviour; performance and creativity in groups; group conflict and conflict management; the psychodynamics of group communication; new technologies and group communication; the development of communication skills in classroom.



Module 3: Sociology

The module consists of 9 teaching credits. Two of its three required courses are compulsory: an introduction to sociology, deemed to be the most basic of the social sciences, as well as to the sociology of education. Overall, the courses acquaint students with the research tools and theoretical explanations of social phenomena. They deal with the object, concepts, methods and history of the social sciences but also contemporary trends in the approach of various problems. They also explore the interrelationships of their various branches as well as their connection with education and pedagogy more generally. They focus more particularly upon the following themes: education from a sociological, historical and comparative perspective; educational reality within its particular economic, cultural and sociohistoric context; educational policies; childhood as a socially constructed phenomenon, the social role of institutions, social mobility through education, social discrimination and distinction, communicative codes, power relations at school, gender and identity construction, socialisation.

301. Introduction to sociology (compulsory)

M. Leontsini & A. Vassilopoulou, 1st semester
Students divided in two groups.

An overview of major sociological theories such as functionalism, conflict theory and symbolic interaction. The course focuses more particularly upon theoretical approaches to social change, culture, socialization, social stratification, poverty, social exclusion, social movements, social control, deviance, ethnicity, social class, gender and sexuality. It pays particular attention to the concept of "sociological imagination" in the context of personal and collective action as well as the critical link among social structures, social forces and individual circumstances.

303. Social parameters of the educational process

A. Vassilopoulou, 3rd semester. Seminar.

Suggested prerequisite Course 306. Not taught this academic year.

The course examines various approaches of the sociology of education to the social parameters of the educational process. More specifically, it spans over theories of social and cultural reproduction as well as resistance and counter-school culture. Taking as a key text Paul Willis's classic ethnography of schooling *Learning to Labour*, it delves into factors effecting educational experience and pedagogic practices such as social class, gender, "race" and ethnicity, as well as into issues of cultural production within student subcultures. Course 306. "Introduction to the sociology of education" is a suggested prerequisite.

304. Sociological approaches to childhood I

D. Makrynioti, 3rd semester

A critical exploration of the complex historical, social, economic, political and ideological factors which led to the formation of childhood as a distinct social category. The course approaches childhood as a stable on the one hand, yet continuously changing, structural element of society. It thus counteracts the homogeneity of childhood, highlighting differences of social class, ethnicity, race, gender etc. and the key concept of multiple childhoods. The course focuses more particularly upon: a) a critical approach to socialization theories, b) the theoretical transition from the child as a biological entity to the child as a social condition, c) "The new" sociology of childhood; the child as a social actor, d) the prevailing definitions and conceptions of childhood(s): social expectations, contradictions, inconsistencies, e) Biopolitics and childhood: new forms of control and surveillance

(medicalization, institutionalization, commercialization), f) Issues of empowerment participation, children's needs and protection; The Convention of children's rights as an example.

317. Sociological approaches to childhood II

D. Makrynioti, 4th semester. Prerequisite Course 304.
Not taught this academic year.

Based upon the theoretical foundations laid out by Course 304. "Sociological approaches of childhood I", the course undertakes a more in-depth of the following issues: a) the social construction of the 'normal' and 'deviant' child, b) children 'out of place', c) child labour (children's rights, exploitation, children's unions), d) children as victims and as victimizers, e) commercialization of childhood (especially play), f) childhood and new technologies, g) representations of childhood(s) in 'western' and 'non-western' societies (in the arts, the media, literature and film).

306. Introduction to the sociology of education (compulsory)

N. Askouni & A. Vassilopoulou, 2nd semester
Students divided in two groups.

The course focuses upon social inequality in education and the epistemological emergence of sociology of education as the field dealing with such inequality. More particularly, it explores: 1) The correlation between school performance and social/educational origin, through research data on the Greek educational system but also world-wide; the development of the concept of "equality" vis-à-vis compulsory schooling. 2) How the sociology of education emerged as a field at a time when school performance ceased to be interpreted on the basis of innate abilities and came to be statistically correlated to social/educational origin. In this context, it discusses the concepts of meritocracy, equal opportunities and social inequality. 3) Theories which explain social inequality, especially those of cultural capital and communicative codes.

308. Sociology of the body

D. Makrynioti, 4th semester
Not taught this academic year.

The course examines the complex and rapidly changing social, political and ideological connotations that the body as a biological entity acquires in post modern societies. Based

on the theoretical perspectives of Michel Foucault's and Giorgio Agamben, it focuses upon: a) the conception of life and death as political rather than pure biological facts, b) the impact of new bio-technologies upon the conceptualization, formation and regulation of the body, as core forms of biopolitics and thanatopolitics, c) the relation between the body and identity formation (in term of gender, race and social class) as well as forms of resistance which the body makes available to post modern subjects, d) the limitations of the body and the bio-sciences in terms of pain, disease, aging and mortality, and e) the politics of death and mortality (from ontological security to genocides, ethnic cleansing and stigmatization).

309. Globalisation and education

E. Zambeta, 7th semester

Not taught this academic year.

This course examines the construction of social rights in the context of European institutions, including more particularly the recognition of education as a fundamental social right. It focuses upon the following issues: a) Europeanism as a concept and a political movement, b) The formation of the European Economic Community and the European Union (EU), c) Institutions and decision making in the EU, d) Social policy trends in the EU, including educational policies, e) The concept of European citizenship and the emerging nature of social and political rights in the EU, f) Rights as a political and social achievement at risk.

311. Education policy I: educational institutions in early childhood

E. Zambeta. 3rd semester

Not taught this academic year.

The course examines educational policies for early childhood, more particularly the emergence and consolidation of early childhood educational and care institutions across Europe. It also stands upon the secularization of educational institutions and the strenuous relationship of this process with religious institutions. It focuses upon the following more specific issues: a) Historical and social aspects of the earliest institutions of early childhood care and education; State intervention in early childhood education across Europe. b) The social origins of the dichotomy between care and education in early childhood institutions. c) Basic trends in the development of early childhood education institutions in Europe. d) The professionalisation of early childhood education institutions in Europe. e) Religion as a

social phenomenon; Religion and church institutions; Religion, modernity and education; The conceptual distinction between the faithful and (secular) citizen. f) Church-State relationships in Europe and the place of religion in European educational systems. g) The Church-State relationship in Greece; Religion and national identity in Greek education. The place of religion in the Greek educational system. h) Epistemological, social and political aspects of religion courses in the Greek school.

310. Education policy II

E. Zambeta, 6th semester

This course approaches education as a field of the public sphere and examines the historical construction of educational institutions. It focuses upon the reasons the state intervenes in education and constructs modern educational systems. It also explores how the systematisation of education is related to the following historical processes: a) The dissemination of the ideas of the Enlightenment, b) The expansion of social and political rights, c) Industrialisation d) The development of nationalism and the formation of nation-states. The above issues are approached through the spectrum of different political theories, i.e. Liberalism, Marxism, Welfare State, Pluralism.

313. Gender theories

M. Leontsini, 6th semester

Prerequisite Course 306. Not taught this academic year.

The course presents the major theoretical approaches of gender as a social construction mainly in sociology and anthropology. It aims above all at showing how gender is constructed and how it functions in contemporary societies. More particularly, it stands upon how roles, stereotypes and attitudes are related to the social construction of gender identities. Masculinities and femininities as thus treated as socio-historical constructs, which are linked to power relations, and are susceptible to take changing forms.

314. Gender and cultural practices

M. Leontsini, 6th semester
Prerequisite Course 306.

Recent developments in the social sciences establish a direct link between the relation of culture with literacy issues and school attainment. Emphasis is placed upon the gendered dimension of the relationship to culture and especially to reading practices, given the major differences in such activities between boys and girls. The objective of this course is to analyze the making of and cultural capital in various social environments, examine the importance of sociabilities and stress the gendered dimension in the uses of culture.



Module 4: Research Methodology

The module requires completion of 9 6th semester. Two of its three required courses are compulsory, introducing research methodology as well as statistical analysis of quantitative data. The courses deal with the characteristics and procedures of the production of scientific knowledge. To this purpose, they introduce epistemological and methodological concepts and tools deemed to be prerequisite for other courses. They focus upon topics such as scientific truth and objectivity, history and critique of methods, the relationship between natural and social sciences, scientific evolution and progress, reliability and validity, explanation and interpretation, methods and techniques, sampling methodology and applications. Emphasis is placed upon quantitative and qualitative research skills and research design in the socially-oriented educational sciences. More specifically, courses introduce methods of quantitative analysis of data collected through structured observation or experimental procedures, as well as qualitative methods such as certain forms of content analysis, discourse analysis, participatory observation and ethnomethodology. They also train students for writing of scientific research papers.

401. Research methods in the social sciences I (compulsory)

Th. Dragona, A. Vassilopoulou & E. Kourti, 2nd semester

Taken in parallel with Course 407.

407. Research methods in the social sciences II (compulsory)

Th. Dragona, A. Vassilopoulou & E. Kourti, 2nd semester.

Taken in parallel with Course 401.

An introduction to a wide spectrum of research methods employed in social sciences and in education in particular. It covers briefly the theory of science on which research methods in social sciences are based and opens up to issues that pertain to research design, ethical constraints, reliability and validity, various research approaches and data collection strategies. The course covers both quantitative and qualitative methods and critically presents the advantages and disadvantages of each method. Upon completion of the course students are able to design a full research proposal.

403. Research methods in the human sciences: statistics (compulsory)

V. Gialamas, 3rd and 4th semester

Students divided in two groups.

An introduction to statistics through theoretical lectures but also laboratory work. The lectures present methods and techniques of descriptive and inferential statistics, including frequency distributions, measures of central tendency, dispersion measures, normal distribution, evaluation of individual cases, sampling, sampling distribution, point estimate of parameters, estimate of confidence intervals, testing hypotheses, t-tests, chi-square tests, simple regression analysis and Pearson's correlation coefficient. In the laboratory, students practice on use of statistical software for the analysis of research data through methods taught in the theoretical part of the course. Evaluation is based upon two examinations: one concerning the testing of research hypotheses through use of statistical software and another concerning theoretical issues and problem solving with paper and pencil.

Module 5: Physical sciences

The module requires completion of 6 teaching credits, i.e. two courses. One of these courses is compulsory, i.e. "Introduction to Biological Sciences I", as it is seen as a link between the natural and the human sciences. The courses introduce the basic principles, theories and concepts of biology, physics and mathematics, trace the development of their basic concepts and explore their relation to education and more particularly instruction. Electives also include courses on information technology and the use of new technologies in education.

501. The evolution of scientific ideas

V. Tselfes, 8th semester

Suggested prerequisite Course 502.

Not taught this academic year.

The course presents some of the “world views” produced by the natural-laboratory sciences over the past five centuries. It focuses upon how the emergence of scientific «world views” relates to the cultural context in which they emerged but also to the local cultures in which they are disseminated. It also aims at cultivating students’ ability to recognize how their own personal set of values, beliefs and constraints are related to their personal «world views”.

502. Natural science concepts I

V. Tselfes, 2nd semester

Not taught this academic year.

The course examines children’s representations of the natural world, which emerge in their attempts to discuss and intervene upon this world, in order to compare them with the corresponding conceptions of the natural sciences. To this purpose, it exploits topics raised in physics and chemistry as well as findings on the learning and teaching of scientific conceptions in the field of science education. It shows that children’s representations are socially constructed but also deconstructed each time children stumble upon their limitations in attempts to intervene upon the world.

5K1. Theatre applications and science education I

V. Tselfes & A. Paroussi, 5th semester

Workshop. Taken in parallel with Course 6K1 (overall offering 3 TCs in Module 5 and 3 in Module 6). Suggested prerequisites Course 502 and one course on theatre education.

Not taught this academic year.

Puppet theatre is a multimodal artistic activity, involving language, motion, images, music and stage production. Such theatrical activities can to a significant extent be employed for teaching scientific concepts and practices concerning nature (such as the nature and use of light, construction of images, interpretation of relative phenomena, etc.). They can also serve as scientific laboratory practices, as they provide opportunities for alternating perspectives of the world, more specifically from a position of viewer/spectator (who represents, predicts and interprets "facts") to a position of operator (who intervenes and "materializes" them) and vice versa. The course explores different ways of puppetry expression but also opportunities for teaching scientific approaches of natural phenomena. It consists of two parts: a) A theoretical introduction to different types of puppetry but also to the construction of scientific concepts through authentic scientific texts and laboratory activities. b) In a second practically-oriented part, students plan and carry out teaching activities for preschool and early school age children in ways which conform to scientific assumptions and practices but also to the principles and assumptions of theatrical expression. Evaluation depends upon the public presentation of students' work.

5K2. Theatre applications and science education II

V. Tselfes & A. Paroussi, 6th semester

Workshop. Taken in parallel with Course 6K2 (overall offering 3 TCs in Module 5 and 3 in Module 6). Prerequisite Course 5K1. Not taught this academic year.

An in-depth exploration of issues that are examined and practices that are cultivated in the- course 5K1. "Theatrical applications and the teaching of science I".

514. Fundamental concepts of mathematics

D. Chassapis, 1st semester

Natural numbers and their representations. Operations on natural numbers. Algorithms on number operations. Properties of natural numbers. Divisibility of numbers. Fractional units and rational numbers. Operations on fractions and rational numbers. Integers.

Sets and sets operations. Functions. Basic concepts of Euclidean geometry. Parallel and perpendicular lines. Two and three dimensional geometric shapes. Areas and volumes of geometric shapes.

504. Logico-mathematical relations and arithmetic concepts in early childhood

D. Chassapis, 3rd semester
Prerequisite Course 514.

Fundamental logical and mathematical relationships. Key features of rational thought. Features, organization and symbolic expressions of mathematical concepts. Relationships between mathematical concepts and aspects of physical and social reality. The concepts of number. The appropriation of the concepts of number by children. Counting, ordering and measuring. Number systems and their linguistic denotation. Number operations and their mapping to everyday life situations. The concept of fraction. The successive extensions of the natural number concept (integers, rational and decimal numbers, real numbers).

509. Topics in the history and philosophy of mathematics

D. Chassapis, 2nd semester

An outline of the historical development of the following fundamental mathematical concepts and an introduction to the crucial philosophical questions which they have been raised in mathematics during their historical development: Numbers and numeral systems, discrete and continuous quantities, zero and infinity, equality and equation in mathematics, Euclidean geometry and non-Euclidean geometries, probability and statistics, justification and proof in mathematics, axiomatic systems and the foundations of mathematics.

510. Spatial relations and geometrical concepts in early childhood education

D. Chassapis, 4th semester
Prerequisite Course 514.

An introduction to concepts of space and spatial relationships. More particular topics include: topological and projective relations; Euclidean space and geometry concepts; relations of two straight lines (perpendicular, parallel, angles); two- and three-dimensional geometrical shapes; regularities, symmetries and transformation; children's development of of basic geometric concepts and more generally spatial and geometric thinking; visual thinking and its main features.

511. Manipulatives and activities for mathematics education in early childhood

D. Chassapis, 5th semester

The course introduces the approach to teaching materials as embodiments of mathematical concepts (more particularly developed by Montessori, Cuisenaire-Gattegno and Stern for teaching mathematical concepts). It also approaches activities employing teaching materials as processes of constructing mathematical concepts (more particularly teaching materials developed by Diennes). It explores the use of educational toys and materials for introducing mathematical concepts (Lego, Unifix, also the use of traditional toys, games, mental puzzles and physical activities as well as computers in the teaching of mathematics. It finally stands upon epistemological, semiotic and educational questions concerning the use of manipulatives in teaching mathematics.

505. Introduction to informatics

V. Gialamas & D. Manesis, 1st and 2nd semester

Students divided in two groups.

An introduction to informatics consisting of theoretical lectures as well as laboratory work. It presents the following types of software: the Windows operating system, the wordprocessing program «Microsoft Word», the spreadsheet program «Microsoft Excel», the presentation program «Power Point» and basic internet applications (Internet Explorer, and email). In the laboratory part, students practice using these software programs. They also prepare individual projects involving searching and processing data through one or more of the software applications, ultimately presenting their results and conclusions in a Power Point format. Assessment is based on: a) a test on the processing of data (text or tables) through the software taught, b) individual work presented by the student in the laboratory practice.





506. Introduction to the use of new technologies in education

V. Gialamas (in collaboration with K. Nikolopoulou), 2nd semester

Not taught this academic year.

New technologies or Information and Communication Technologies (ICT) in education is an interdisciplinary field, dealing not so much with the technologies themselves but with how they enhance learning processes. The course introduces issues involved in the the integration and use of new technologies in the educational process. In its theoretical part, it deals with the the educational functions of the computer, emphasizing its use as a teaching instrument, a cognitive tool and a source of information. The following topics are also touched upon: Learning theories and computers: behaviorism, constructivism (Piaget, Vygotsky, Bruner) and cognitive approaches to information processing; Collaborative learning and computers; The computer and its pedagogical uses; Evaluation of educational software; The internet in education; ICT in Greek education and teacher training. The laboratory practice focuses upon the use of internet (i.e. search engines particularly for scientific literature) as well as the design and presentation of learning activities with educational software.

512. Exploiting information and communication technologies in early childhood education

V. Gialamas (in collaboration with K. Nikolopoulou), 7th semester

Not taught this academic year.

The course acquaints students with theoretical and practical issues involved in the the integration and use of Information and Communication Technology (ICT) in early childhood education. Its lectures touch upon the following topics: educational functions of the computer, arguments for and against the use of computers by children, basic requirements for the support-enhancement of young children's learning through the use of computers, ICT in the kindergarten curriculum; issues relating to early childhood educational software; preservice and inservice preschool and early school teachers' training and their attitudes towards ICT; research on ICT use by children in kindergarten and at home (cognitive, socio-emotional development, fine motor skills, gender, special education, etc.).

The laboratory practice part of the course focuses on the use of ICT in early childhood education (e.g. developing educational scenarios) and the evaluation of relevant educational software through questionnaires.

508. Introduction to biological science I (compulsory)

K. Athanasiou, 1st semester

An introduction to the life sciences especially designed for students of education. The course does not treat the study of evolution through natural selection as an autonomous topic, but uses it as the unifying theory for the study and understanding of all other concepts and modules of biology. It is designed more particularly for students not already familiar with biology but who encounter its concepts in other courses on the Environmental Sciences and Ecology, Health Education, Special Education, Psychology, etc. It also aims to provide students with basic knowledge on topics typically taught even in early school educations, such as the classification of animals and plants. Finally, it aims to acquaint students with issues and concepts necessary for understanding special topics of Cognitive Psychology, such as differences in intellectual abilities where it is useful for students to have basic knowledge of cell genetics, heredity and the nervous system.

515. Introduction to biological science II: human biology

K. Athanasiou, 1st semester

This course deals mainly with information and resources on the anatomy and more generally the biology of the human body, more particularly the brain, heart, blood vessels, digestive system etc. It begins with an exploration of the structure and function of nervous tissue and neurons, also called nerve cells. It proceeds with the anatomy of the brain and other parts of the nervous system as well as basic information on the sensory system, i.e. aspects of vision, hearing, somatic sensation, taste and olfaction. It also stands upon basic characteristics of the cardiovascular system, i.e. the system responsible for transporting nutrients and removing gaseous waste from the body, which consists of the heart and the circulatory system. Contemporary societies pay much attention to nutrition, making it necessary for students in education faculties to learn about basic characteristics of the digestive system and the physiology of digestion. Human reproduction employs internal fertilization and depends on the integrated action of hormones, the nervous system and the reproductive

system. Gonads are sex organs that produce gametes. A section of the course concerns the study of male and female gonads, together with the formation and role of male and female genetic cells.

513. Evolution of the nervous system: contemporary approaches

K. Athanasiou, 8th semester. Seminar.

Students divided in two groups.

An introduction to the evolution of the nervous system with a two-fold aim of acquainting students with a) the evolution of life through a comparison of the neural systems of different species (from the protozoa to man), b) the vast recent discoveries regarding the nervous system that have revolutionized our knowledge on human cognitive processes such as memory. In addition, the course acquaints students with the “Discovery Method” as well as the use of new technologies in teaching.

Module 6: Arts Education

The module requires completion of 9 teaching credits. Of the three courses required, students must necessarily choose one from each of the three areas of the module, i.e. theatre, visual arts and music education. Courses concern more generally the role of the arts in education both as an academic subject as well as an educational tool, through a theoretical understanding of the relevant arts. More specifically, the music courses examine the theoretical foundations of music and body movement education for children and also offer an experiential approach to singing as well as use and building of musical instruments with odd materials. Courses on the visual arts introduce relevant basic concepts and their history but also art education as an academic discipline, both from a theoretical as well as an applied point of view. The theoretical course on the History of Visual Arts is coupled with engagement in artistic creation in the Visual Education course. Acquaintance with basic aspects of such education and recent approaches to children's drawing in a relevant course is complemented by two studio courses training in artistic activities for young children. Finally, theatre education courses introduce the theatre at a theoretical and applied level, touching more particularly upon its use in the acquisition of knowledge and the ability to create theatrical events in the educational process. Particular attention is paid to puppet and shadow-theatre, which can fruitfully be exploited in early childhood education.

601. Theories of music and movement education I

N. Tsafaridis, 1st semester

Introduction to Music and Movement Education as a means of developing musical creativity. Its origins and historical development. The rediscovery of Music and Movement Education in the first decades of 20th century. Great music educators and their philosophy. Rhythm, speech, melody, movement and the concept of "elemental" (elementar) music in Orff-Schulwerk. The course consists of lectures but also group discussions.

619. Theories of music and movement education II

N. Tsafaridis, 2nd semester

Prerequisite Course 601.

Introduction to sound education and the basic elements of music through music and movement games, sound-stories and singing. Simple forms, circular forms (rondo), ostinato and improvisational compositions in music and movement projects. The course consists of lectures, group discussions, as well as small-scale music and movement projects.

602. Building improvised musical instruments with odd materials

N. Tsafaridis, 3rd semester

Maximum of 60 students.

Introduction to classification of musical instruments. Basic knowledge about the production of sound in musical instruments. Simple construction of musical instruments with everyday materials such as tin cans, plastic cups, beads, pieces of wood, leaves, sea shells. Rhythmic and melodic games through these improvised musical instruments. Teaching format: lectures but also workshops for the construction and use of small musical instruments.

605. Construction of musical instruments for introducing musical idioms I

N. Tsafaridis, 5th semester

Seminar/workshop (maximum of 50 students).

Every region and era is characterized by specific musical stylistic idioms and styles. The nature of available musical instruments is one determinant of such differences. The course uses the construction of certain musical instruments as a starting point for exploring various musical idioms and styles. It consists of seminars acquainting students with musical culture, but also workshops of constructing musical instruments.

620. Construction of musical instruments for introducing musical idioms II

N. Tsafaridis, 6th semester. Seminar.
Prerequisite Course 605.

The musical instrument constructed by students in the prerequisite course 605.

"Construction of musical instruments and musical idioms I" is used for learning basic techniques of playing it. Students are taught to read and play basic rhythms using rhythmic notation. They become acquainted with how to listen, recognize and creatively produce rhythms and rhythmical motives through musical activities. The techniques taught derive not only from formal music education but also oral musical traditions.

606. Percussive musical instruments and sound generators

N. Tsafaridis, 7th semester
Workshop. Suggested prerequisite Course 605.

In-depth exploration of the potentials of percussion musical instruments constructed in prerequisite courses as well as the sounds produced by different sound-objects. Instruments used include claves, maracas, shakers, woodblocks, agogo bells, bendir, drums but also spoons, buckets, cans, bottles, metal trays, plates and tubes. Greek traditional music rhythms and various non-European musical traditions are studied, so as to be used as sources of developing performance skills. Exercises focus on the development of technical dexterity and use of techniques such as rhythmic recitation and rhythmic notation. Music teachers, percussionists and composers participate in teaching the course.

610. Visual arts history

O. Kouvou, 1st semester

An introduction to representative works of western visual arts from Ancient Greece to the Roman and Byzantine periods, the Middle Ages, the Italian Renaissance and 15th & 16th centuries in Northern Europe, Baroque, Neoclassicism, Romanticism, Realism, Impressionism and Modernism. All these historical periods are presented with an eye to acquainting students with basic concepts of visual language such as stylistic criteria, plastic elements, composition of a visual work of art, iconographic content, artistic style as well as the notions of symbol and stereotype in visual representation.

608. Visual arts: elements and techniques

O. Kouvou, 3rd semester
Workshop (maximum of 60 students).
Suggested prerequisite Course 610.

Personal involvement with artistic creation through practical exercises in painting, drawing, printing, collage and three-dimensional media. The workshop complements the theoretical course on the History of Visual Arts, which acquaints with aspects of artistic creation and the notion of plastic elements. Practical engagement with the expressive potential of visual language cultivates the aesthetic criterion but also the self awareness, which are deemed important in future teachers' education.

607. Visual arts education

O. Kouvou, 6th semester

Introduction to the historical dimension of art education as a scientific discipline, the theoretical context of the dominant models of instruction as well as contemporary issues and practices of art education. Different theoretical approaches to children's drawings are explored with an emphasis on children's ability for graphic representation conceived as a cognitive process. The contribution of artistic creation to pupils' emotional, perceptual and social development. The role of the teacher in supervising art education processes through the devising of pilot practices which take as their starting point children's particular representational abilities at different stages of development.

618. Children's drawing: contemporary approaches

O. Kouvou, 7th semester
Seminar (maximum of 15 students).
Suggested prerequisite Course 607.

The course examines recent theories of children's representational skills. It delves more particularly upon the conception that children's drawings are affected by social stereotypes. The method of collaborative drawing is examined both from a theoretical point of view but also through projects undertaken by students on an individual basis. These projects are based on the psychological notion of the "zone of proximal development" and the implementation by adults of a constructive strategy to the development of children's

representational abilities. This approach challenges the established theory of "free expression" and "child art" by replacing it with the notions of "school art" and "graphic play".

611. Introduction to puppet theatre

A. Paroussi, 2nd semester

Introduction to the basic principles and characteristics of theatrical expression through puppets from a theoretical as well as an applied perspective. The course explores theatrical drama, texts, staging and aesthetics as well as issues regarding the spectator's reception of a performance. It presents several types of puppets (focusing upon their movement techniques), techniques and types of staging, as well as ways of constructing classic and contemporary puppet figures, story-telling and scenarios. It also acquaints students with the use of puppets in the process of teaching.

614. Contemporary and traditional aspects of shadow theatre: pedagogical applications

A. Paroussi, 2nd semester

An introduction to shadow theatre from a theoretical and an applied perspective. In its theoretical part, the course points out the value of shadow-theatre as an original and multifaceted object of study. It presents its forms and traces its history to the traditional and popular nature of performing and more generally oral tradition and improvisation. It highlights the originality and multimodality of this artistic activity, which is characterized by its own particular type of language, motion, images, music and art of staging. The applied part of the course focuses upon the analysis of shadow theatre in terms of aspects such as light/shadow and image creation, but also upon theatrical improvisation as a means of education. It acquaints students with basic theatrical functions such as motion, figure and object animation, synthesis and the realization of a theatrical study. At the same time, an interdisciplinary approach to knowledge is attempted through light and shadow games. The preparation of small theatrical projects by students is undertaken with an eye to cultivating preschool and early school-age children's image making abilities.

6K1. Theatre applications and science education I

V. Tselfes & A. Paroussi, 5th semester

Workshop. Taken in parallel with Course 5K1. (overall offering 3 teaching credits in Module 5 and 3 in Module 6). Prerequisite Course 502. and one on theatre education.

Not taught this academic year.

Puppet theatre is a multimodal artistic activity, involving language, motion, images, music and stage production. Such theatrical activities can to a significant extent be employed for teaching scientific concepts and practices concerning nature (such as the nature and use of light, construction of images, interpretation of relative phenomena, etc.). They can also serve as scientific laboratory practices, as they provide opportunities for alternating perspectives of the world, more specifically from a position of viewer/spectator (who represents, predicts and interprets "facts") to a position of operator (who intervenes and "materializes" them) and vice versa. The course explores different ways of puppetry expression but also opportunities for teaching scientific approaches of natural phenomena. It consists of two parts: a) A theoretical introduction to different types of puppetry but also to the construction of scientific concepts through authentic scientific texts and laboratory activities. b) In a second practically-oriented part, students plan and carry out teaching activities for preschool and early school age children in ways which conform to scientific assumptions and practices but also to the principles and assumptions of theatrical expression. Evaluation depends upon the public presentation of students' work.

6K2. Theatre applications and science education II

V. Tselfes & A. Paroussi, 6th semester

Workshop. Taken in parallel with Course 5K2. (overall offering 3 teaching credits in Module 5 and 3 in Module 6). Prerequisite Course 6K1. Not taught this academic year.

An in-depth exploration of issues that are examined and practices that are cultivated in the- course 5K1. Theatrical applications and the teaching of science I.

615. Modern teaching methods through exploitation of drama and theatre

P. Tzamargias, 1st semester

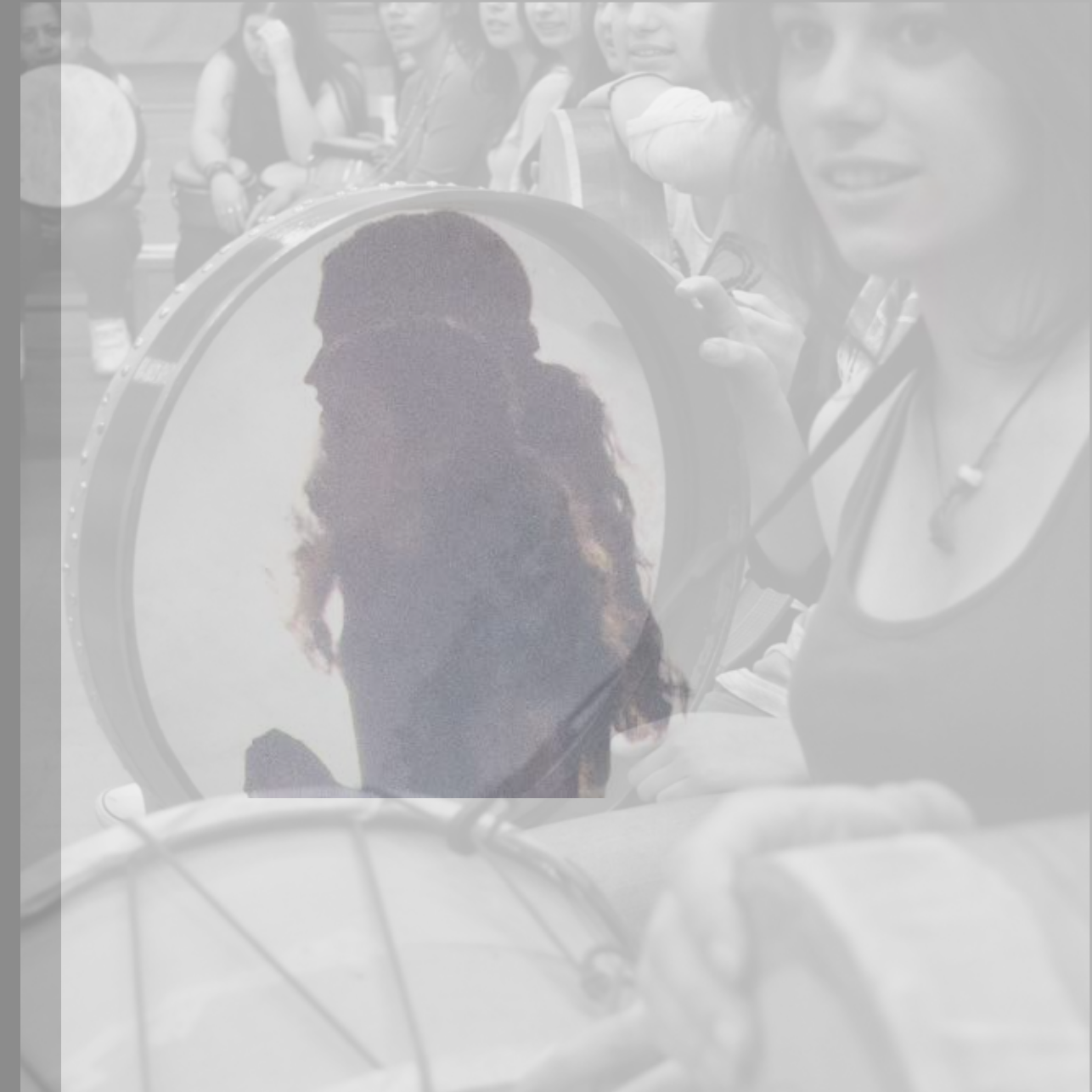
The course examines the pedagogical role of the theatre as well as the forms that it can take in education (theatrical games, improvisation, exploratory dramatization, educational drama, lectern, happenings and skit). It shows how theatre can be exploited in teaching through student's development of different theatrical projects. Students are expected to participate through writing workshops and practical exercises.

616. Theatre education

P. Tzamargias, 8th semester. Seminar.

(compulsory attendance, maximum of 60 students).

An introduction to the codes of the theatre from a theoretical and an applied perspective. Theatre is presented as dramatic speech but also as a stage act. The course presents authors and theatrical plays, directors and performances that have been important in the history of theatre in Greece and world-wide (A. Antoine, K. Stanislavski, M. Reinhardt, B. Brecht, K. Christomanos, F. Politis, D. Rondiris, K. Koun). It introduces concepts such as theatrical space and stage, directing and acting and interactive communication. It also stands upon the role of the viewer, sociological and semiotic approaches to the theatre and the relation of theatre to literature and criticism. It also acquaints with films and historically important theatrical performances.



Module 7: Language, Literature and History

The module requires 12 teaching credits. Three of its four required courses are compulsory, one from each of its main themes: children's literature, history and the language sciences. Literature courses explore basic issues in children's literature and its use in early childhood education. Children engage with stories and learn through them ways to interpret their world and develop models for participating in their culture. Understanding the messages and agendas of texts addressed to children is essential for those working with them. Courses on language introduce the language sciences always with an eye to their implications for education. They aim at deconstructing common myths about language and show their socio-political functions. Courses on Greek and European history as well as the history of education acquaint students with the methods of investigation employed by the social science of history. They aim at developing a critical understanding of the past through various perspectives but also its relevance to the present.

704. Children's literature: an introduction (compulsory)

A. Yannicopoulou, 3rd semester

A broad overview of children's literature studies, which defines the object and scope of the field and describes the different genres of children's literature. It begins with a brief introduction to literary criticism theories. It then defines children's literature through the concept of childness. The course focuses more particularly upon illustrated books and picturebooks for children of preschool and early school age, both of which illustrate the expansion of the concept of the "reader" to that of the "reader-viewer", "reader-player" and "reader-user". It presents the narrative categories of theme, plot, characters, point of view and settings as well as basic literary terms such as narrator, focalizer, intertextuality, metafiction and paratext.

706. Children's literature in early childhood education

A. Yannicopoulou, 5th semester

Offered only to students in their 5th semester.

Prerequisite Course 704.

The course stands upon topics concerning the teaching of literature in early childhood education in an attempt to connect literary theory with educational practice. It explores more particularly the following theoretical and practical topics: criteria for selecting appropriate literature for children, storytelling and story reading in classrooms, the integrated curriculum (especially the integration of literature to courses on language, mathematics, science and the arts), multimodality and visual literacy, intertextuality, etc. Each topic is approached in three ways: a) lectures on the teaching of literacy through a review of the relevant literature, b) students' discussion of such teaching practices, and c) students' constructions of pilot lessons on literature in early childhood education.

718. Children's literature: theoretical approaches

Yannicopoulou, 2nd semester. Seminar.

Not taught this academic year.

An in-depth exploration of topics dealt with in the compulsory course 'Children's literature: An Introduction'. The latter course is in fact a prerequisite for the limited number of students who can enroll in this seminar. Attendance is obligatory since assessment of students is continuous throughout the semester and based above all on the submission of around five short essays.

707. Greek history, 19th century (compulsory)

F. Assimakopoulou, 4th semester
Students divided in two groups.

An extensive overview of Greek history, of the nineteenth century: from the Greek Enlightenment to the foundation of the Greek Nation-State, and from the War of Independence to the War of 1897. The course focuses upon various issues of Greek history including the formation of Modern Greek society from the eighteenth century onwards. The following topics are explored in more detail: (a) The Ottoman conquest, the birth of the idea of the Greek nation and the construction of a plan for political independence from the Ottoman Empire. Particular attention is paid to the social and political particularities of the Ottoman Empire as well as to the ethnic Greek organizations within it, the Greek trading communities of Western and Central Europe and the bearers of nationalism in mainland Greece, the plans and the struggle for national independence. (b) Critical sociopolitical developments from the earliest years of independence to the beginning of the twentieth century. Emphasis is laid upon the building and organizing of a Western-modelled national state and the reactions and conflicts caused by the concentration of power in modern bureaucratic apparatuses; the modernization of institutions, the usage and generation of new economic resources as well as the role of the State in the development of the Greek economy.

711. Greek history, 20th century

F. Assimakopoulou, 7th semester
Seminar (maximum of 30 students).

An extensive overview of Greek history in the twentieth century. The following topics are explored in more detail: The dream of “national fulfillment”, i.e. the territorial expansion of the Greek state and the modernization initiatives of the Venizelos governments from 1909 to 1922: from the Goudi military coup to the Asia Minor campaign. Social and economic effects of the wars of 1921-1922. The new regions incorporated into the Greek state, the “national schism” between royalists and venizelists, and the refugee problem. The Greek midwar period: economic reorganization and crisis, social conflicts and the emergence of leftist movements, fascism, democracy and the Metaxas dictatorship. World War II, the German occupation, Civil War, economic and social issues, the political context (1940-1950). The post-war Greek state and the discriminatory policies against the Left, old and new political divisions from the end of the Civil War to the military dictatorship of 1967-1974. The post-dictatorship period, and the stabilization of democracy.

708. History of education

F. Assimakopoulou, 5th semester.
Seminar (maximum of 30 students).

Introduction to the history of Greek education, from the period of the Ottoman domination to the Modern Greek State which was initially established in 1830. The following more particular topics are explored: The language issue (i.e. debates on whether the official state language should be the archaic version of Katharevousa or the vernacular Demotiki) at the end of the 19th to the early 20th century: the events of “Evageliaka” and “Oresteia”. Educational reform in early 20th century: the School for Girls at Volos, the Association for Education, the Students’ Company. Reform and counter-reform developments from 1913 to 1929: the events of “Marasleiaika”, the dissolution of the Association for Education. The reform of 1929. Education during the Metaxas dictatorship in the late 1930’s. Education during the Resistance against the German occupation. The educational reform of 1964. Education during the military dictatorship of 1967-1974. The reform of 1976.

709. Language, society and mind (compulsory)

D. Katis, 2nd semester

An introduction to the language sciences, particularly theoretical and applied branches with implications for education. The following more particular topics are explored: a) the language sciences: their history, object and method, b) psychological approaches to language: speech production and comprehension as well as the relation of language to cognition, c) social approaches to language: language variation and change as studied by social and historical linguistics, the study of language as a socio-cultural practice by fields like the ethnography of communication, ethnomethodology and discourse analysis, d) language and education: language teaching, bilingual education, state policies and language planning.

710. Written language, society and mind

D. Katis, 5th semester

An introduction to the learning and teaching of written language in school, which explores the following themes: a) Literacy, society and education: the social nature of the concept of literacy and its history, its teaching at school and its role in shaping consciousness and reproducing or changing of the social hierarchy. b) Written language: the history of writing, its forms and functions, its relation to cognition, social stratification and uses of

written language. c) Cognitive aspects of reading and writing. d) Pedagogical practices: teaching and evaluating reading and writing abilities. e) Learning of reading and writing in childhood: psychological and social determinants.

714. Bilingualism and education

D. Katis, 4th semester

An introduction to issues of bilingualism/multilingualism and more particularly to the following topics: a) Bilingualism/multilingualism as an individual psychological phenomenon: definitions and types of bilinguals, second language learning, bilingualism and cognition. b) Bilingualism as a social phenomenon: types of bilingual/multilingual societies, language contact, shift, death, loss and preservation, sociopolitical hierarchies of languages, attitudes towards languages. c) Political and educational issues: linguistic rights, philosophies and practices of bilingual/multilingual education.

719. Language and thought

D. Katis, 7th semester

The history of philosophical and scientific ideas on the relation of language and cognition as well as contemporary approaches. The course examines how language may intervene in thought, perception, memory and other cognitive processes but also how cognitive differences may be related to cross-linguistic differences and variation of use even within the same language. Particular attention is paid to the relation of linguistic and cognitive development in children, as well as upon theories which focus upon how scientific language and thought are related and explore the child's transition to it in school.



Module 8: Foreign Language

The module requires 6 teaching credits. It aims to enable students to handle English at an advanced level and, above all, to read and write academic texts in this most widespread language of science in our times. Therefore, the courses entitled “English language II”, “Scientific terminology and texts I” and “Scientific terminology and texts II” are obligatory. The more introductory course “English language I” is however optional and is addressed to students with limited or no knowledge of the language. Students holding certificates of advanced competence in English, more particularly the Certificates of Proficiency of Cambridge or Michigan or the Greek state’s equivalent certificate at least at the C2 level, are provided with the 6 required credits of the module without a need to pass the examinations of the three obligatory courses. Students holding certificates of less advanced competence, i.e. the First Certificate of Cambridge or Michigan or the Greek state’s equivalent at levels of B2 or C1, are provided with 4 of the required credits and are obliged to pass only the most advanced course “Scientific terminology and texts II”.

801. English language I

Winter term. Not taught this academic year.

Τσίτου.

Introduction to the English language for students with limited knowledge.

802. English language II

Spring term. Not taught this academic year.

An introduction to the English language for students with more advanced knowledge.

803. Scientific terms and texts I

Winter term. Not taught this academic year.

Introduction to the use of scientific terminology and the reading and writing of scientific texts in English.

804. Scientific terms and texts II

Spring term. Suggested prerequisite Course 803. Not taught this academic year.

A more advanced course on the use of scientific terminology and the reading and writing of scientific texts in English.

Module 9: Practicum in education and research

The module includes courses of practical training for teaching as well as carrying out research in education. It requires 35 TCs, with five of its courses being compulsory. Three are absolutely mandatory and train for a critical perspective on teaching practices as well as for the use of pedagogical theory and methodology in the classroom practice. These are: 906 "Observing the kindergarten – Analyzing and understanding the classroom framework", 901 "Educational Plans and Pedagogical Practices in the kindergarten", and 902 "Planning, organizing and managing learning environments in early childhood". In addition, students must select one course from the submodule "Practicum and Content Knowledge" and one from the submodule "Practicum and Research Methods". In all courses of these submodules a limited number of students is accepted based on criteria set by those teaching a course but also practical problems of allocating students in all these courses. In the first submodule, which concerns teaching methodology in various subjects, students must necessarily have taken three prerequisite courses, the absolutely obligatory ones 906, 901 and 902, noted above. In the second submodule of research practice, students must have necessarily taken the introductory courses 401/407 on research methodology in the social sciences. In both submodules some courses require further prerequisites.

906. Observing the kindergarten – Analyzing and understanding the classroom framework (compulsory)

V. Tsafos & A. Androussou, 4th semester

An introduction to tools of observing the preschool and early school classroom, for the purpose of research and/or understanding the classroom framework. Students visit classrooms (chosen from a list provided at the beginning of the semester) in small groups and under supervision by the course teachers. The course aims, above all, at enabling students to analyze and understand the parameters effecting the educational process through discussion of data collected from the visits to classrooms. Student evaluation takes place throughout the semester through assignments presented at plenary meetings to co-students as well as by a final individual or group assignment presented to the course teacher. Attendance throughout the course is not only mandatory but also a prerequisite for subsequent courses in the Practicum.

901. Educational plans and pedagogical practices in the kindergarten (compulsory)

Ch. Cortessis-Dafermou & M. Sfyroera, 5th and 6th semesters

The course aims at helping students (a) to become aware of the implications of scientific knowledge for understanding and shaping the educational process, (b) to develop educational plans which are informed by knowledge obtained in previous courses and are appropriate for a particular classroom. Their plan is achieved through systematic observation notes on the teaching practices of the classroom in which they carry out their practice, either as participants and/or observers of teaching. These notes are analyzed in depth by co-students in the course as a whole or in smaller groups. These discussions serve as the basis for collective development of teaching plans, which are however implemented by an individual basis. During their implementation students carefully observe their teaching actions and record them. Their notes are reflected upon once again in discussions with co-students overall or in smaller groups. Students are evaluated through a report on their project which is submitted at the end of the semester (60% of the overall grade) as well as a final written exam (40% of the overall grade). The paper on their project includes their individual observation log, the collective teaching plans and the self-evaluation. The following courses are prerequisites: a) 906 "Observing the kindergarten – Analyzing and understanding the classroom framework" from the same module, and b) any of the two

of the following three types of courses: 101 or 127 "Introduction to Educational Sciences", 202 or 222 "Child Development", 301 "Introduction to Sociology" or 306 "Introduction to the Sociology of Education".

902. Planning, organizing and managing learning environments in early childhood (compulsory)

Ch. Cortessis-Dafermou & M. Sfyroera, 5th and 6th semesters

The course aims above all at offering students the opportunity (a) to reflect upon how to construct learning environments that are flexible and in accord with contemporary pedagogical perspectives on early childhood, and (b) to develop teaching plans informed by those reflections. To this purpose, students become acquainted with recent research findings on teaching and learning in early childhood. Emphasis is placed on the characteristics of creative learning environments, such as space arrangements which encourage investigation and exploration, working in groups, fostering interaction among children, building on previously acquired knowledge and experiences, etc. Students draw from recent bibliography in order to observe and evaluate various learning environments both in kindergarten and in early primary school. The educational plans developed by the students in the Kindergarten concern the shaping of the learning environment overall and are related mainly to supporting literacy processes. These plans, as well as their intervention records are analyzed both in class overall and smaller groups. Students are evaluated on the basis of their work that includes the collectively produced plans and their scientific justification, personal records of critical incidences and pedagogical dilemmas, and self-evaluation. The following courses are prerequisites: a) 906 "Observing the kindergarten – Analyzing and understanding the classroom framework" from the same module, and b) any of the two of the following three types of courses: 101 or 127 "Introduction to Educational Sciences", 202 or 222 "Child Development", 301 "Introduction to Sociology" or 306 "Introduction to the Sociology of Education".

Submodule: Practicum in various subjects (compulsory)

Eleven (11) courses are offered to students in their 7th or 8th semester, with the choice of one (1) being compulsory. The number of students in each course is limited. Students can initially note their choice but can register for a course only after ascertaining that this is possible. Practical problems of allocation of students to different courses do not always allow students to attend their first choice of a course.

93A. Migrants, minorities and education: identities and social hierarchies

A. Androussou & N. Askouni, 8th semester.

Taught 4 hours a week in two 2-hour sessions.

The Greek educational system now includes a notable portion of migrant students of non-Greek nationality as well as minority students with languages other than Greek and religions other than Christian Orthodoxy. It thus faces the challenge of integrating such students into the classroom. The course explores issues raised by the attempt of such integration, including above all how the Greek school contributes to the shaping of collective identities and the related processes of social ranking and discrimination. To this purpose, it examines specific instances of the everyday reality of preschool and early primary school (i.e. content of learning, texts, educational practices, organisation of school life), in order to focus upon how national identity is shaped through the setting of boundaries which exclude what is deemed "different". The course then explores the conditions under which intercultural perspective of education could become feasible. Above all, it acquaints students with the pedagogical and methodological tools for analyzing the concept of "otherness" but also dealing with it in their classroom. It aims, in other words, at ensuring that their theoretical knowledge can be applied in actual attempts to understand and intervene upon school reality.

93B. Music and movement education in early childhood: applications

N. Tsafaridis, 8th semester

Prerequisite Course 601.

Application of Music and Movement Education principles in early childhood. Acquaintance with children's songs, their forms and basic characteristics, as well as simple musical instruments for use in the classroom. Traditional and modern songs suitable for young

children's voice range. Improvisation, simple forms of music, musical games and sound-stories as a means for actively engaging in and developing aesthetic sensibility. Teaching format: group discussions on projects applied in certain kindergarten or in KS1 classes, engagement with and development of experiential music projects.

93Γ. Inclusive education practices

E. Nteropoulou –Nterou, 8th semester

The course consists of practice in inclusive settings of preschool education. It deals with various issues arising from the inclusive educational practice. The training aims to acquaint students with the structure and functioning of inclusive preschool settings, the role of preschool teacher and collaborative practices among teachers. Students are invited to broaden their knowledge and develop differentiated pedagogical approaches relating to the curriculum and assessment forms of educational work in preschool inclusive settings.

93Δ. Picturebooks in early childhood education

A. Yannicopoulou, 7th semester

Prerequisite Course 706.

Introduction to the genre of picturebooks with the aim of preparing future teachers to use them in class. Topics covered include the relation between verbal and visual text, multimodality and visual genres (i.e. wordless books, graphic novels, comics, etc). The course aims at extending students' strategies for making sense of picturebooks by enriching their theoretical knowledge on picturebooks and their creators but also at making them capable of finding ways to help children become critical readers. Students plan and perform classroom activities which acquaint kindergarten children with picturebooks.

93E. The educator and the curriculum

V. Tsafos, 8th semester

The course focuses upon the curriculum as an institutional text that interacts with the educators' personal theory and the overall educational context. In a first part, it introduces curriculum theory, various epistemological frameworks and their curriculum development models (product – practice – praxis), as well as the prescribed educator role in designing, developing and evaluating the curriculum (open vs. closed curriculum). In a second part, contemporary curricula are critically approached through small-scale group research

projects in kindergartens with the aim of developing and reforming the curriculum. Students are evaluated through papers/presentations throughout the semester as well as a final oral presentation at the end of the semester which presents the research undertaken earlier.

93Z. Practice in environmental education/education for sustainable development (Theory and practice)

E. Flogaiti, 8th semester

Seminar. Prerequisite courses 112 and 121.

Taught 4 hours a week in two 2-hour sessions.

The course provides students with ways of thinking but also experience on how to implement the theoretical and pedagogical framework of Environmental Education/Education for Sustainable Development (EE/ESD) in teaching especially in kindergarten. It delves into issues such as the relation of EE/ESD to educational systems, legislation and institutions and alternative models for EE/ESD integration into the Greek educational system. Emphasis is placed upon several contemporary positions regarding the sustainable kindergarten. Students work in groups and learn how to plan and implement educational projects and activities which conform to the principles of EE/ESD within the context of the sustainable school. The following courses are prerequisite: "112. Introduction to Environmental Education / Education for Sustainable Development" and "121. The pedagogical framework of Environmental Education / Education for Sustainable Development".

93H. Art studio I & II

O. Kouvou, 8th semester

Suggested prerequisite Course 607.

Taught 4 hours a week in two 2-hour sessions.

These two studio classes apply theoretical knowledge acquired in the Visual Arts Education course. Students get acquainted with artistic activities appropriate for preschool and early school education, such as painting/drawing exercises based on chance, mass media imagery for art creation, observational drawing, negotiated drawing, use of recycled material, three-dimensional constructions and collaborative art activities. They also learn how to plan and organize a preschool and early school art studio as well as equip it with the appropriate teaching material.

93Θ. Children and play in the kindergarten

R. Papadopoulou, 8th semester
Prerequisite Course ΘΕ4.

An introduction to how play in educational contexts can foster children's psychosocial development, communication, social interaction and learning. The course focuses more particularly upon how preschool teachers can encourage and support play. Exploiting theoretical knowledge on play, students engage in simple or participant observations of children's play in an attempt to see how it can be incorporated into educational practice.

93Ι. Puppet theatre and improvisations: practical training

A. Paroussi, 8th semester

The course trains students to construct puppets and theatrical improvisations, with the aim of cultivating their dexterity and aesthetics. Improvisation of puppetry scenes is used for the purpose of sparking students' imagination, developing their sense of humour and liberating their spirit. Students are led to discover the multiple possibilities offered by puppet animation through staging techniques which can be used as pedagogical tools.

93Κ. Science education

V. Tselfes, 7th semester. Workshop.
Not taught this academic year.

The course aims at acquainting students with concept construction in the laboratory sciences and in early childhood education. It comprises of six three-hour laboratory sessions, two three-hour discussions (an introductory and a concluding seminar) and five three-hour practice classes on teaching in the kindergarten. The laboratory sessions include loosely supervised student interventions upon "pieces" of the laboratory's material world as well as upon feedback discussions on questions and answers relating to these interventions. Students collaborate with their teacher in selecting, transposing and implementing some of the laboratory activities in the preschool and early school classroom. They finally construct a paper which describes and evaluates their teaching implementations.

93Λ. Manipulatives and activities for introducing mathematics in early childhood II

D. Chassapis, 8th semester
Prerequisite Course 511.

This course combines workshops and practice in kindergarten. Students work in small groups to plan and develop under supervision by the course teacher a series of activities

for introducing mathematical concepts in the kindergarten through materials and activities learnt in the absolutely prerequisite course "511. Manipulatives and activities for introducing mathematics in early childhood I". Their series of activities are implemented in selected kindergartens and the results are summarized and discussed through the perspective of action research.

Submodule: Practicum in research methods (compulsory)

Eleven (11) courses are offered to students in their 7th or 8th semester, with the choice of one (1) being compulsory. The number of students in each course is limited. Students can initially note their choice but can register for a course only after ascertaining that this is possible. Practical problems of allocation of students to different courses do not always allow students to attend their first choice of a course.

94A. Research methods in the human sciences: data analysis through statistical software

V. Gialamas 7th and 8th semester

Students divided in two groups.

This laboratory on Quantitative Methodology is open to students who have successfully completed the course "Methodology of social sciences: statistics". With the aid of appropriate statistical software, students are introduced to issues concerning the construction of a questionnaire and the validation and reliability of its scales. It also introduces methods of multivariate analysis such as Factor Analysis, Multiple Regression Analysis, Multivariate Analysis of Variance / Covariance and Cluster Analysis. Students prepare group or individual research projects on educational data they have themselves collected and processed. They are assessed through this assignment and its presentation.

94B. Methodologies of reading and writing scientific texts

D. Makrynioti, 7th semester

Taught 4 hours a week in two 2-hour sessions.

The course aims at: a) introducing the distinction between common and scientific knowledge, b) teaching skills for handling the 'obstacles' of scientific reading and writing and c) instilling of a critical stance towards the 'authority' of the text (including questioning its hypotheses, argumentation and conclusions), thus constituting reading and writing an active rather than passive process. Pedagogical and sociological texts serve as tools of analysis. The course is limited to a maximum of 25 students.

94Γ. Audiovisual communication

E. Kourti, 7th semester

An introduction to theory and research on contemporary media. The course presents the key theoretical concepts (production, language, representation and audience) found useful in the study of all types of media, as well as methods and techniques of audiovisual text analysis. It aims to acquaint students with the ability to critically approach various types of media texts (such as print, commercials, film and television productions, websites and video games). It also requires actual production of media texts through team work, on the assumption that students can achieve a fuller understanding of the conventions and characteristics of media products through direct experience with production processes. This media education workshop is limited to a maximum of 30 students.

94Δ. Educational practices and social inequalities: the family-school relationship

N. Askouni, 7th semester

4 hours a week in two 2-hour sessions.

The seminar aims at developing student's critical understanding of social inequalities in education through a sociological approach to parents' and teachers' educational practices. On the basis of various such approaches and research findings, it explores the relationship between the school and the family as well as the mechanisms (re)producing inequality within the family (childrearing models, educational strategies and choices, cultural practices) and the classroom (practices of teaching, assessing and classifying students). Emphasis is placed upon early childhood education, the particular nature of knowledge and pedagogic practices for its transmission at this early level compared to later levels of education. The seminar requires active engagement with the relevant theoretical and research literature but also a small-scale research project.

94E. Classroom discourse analysis

A. Vassilopoulou, 7th semester

A workshop on methods of observing the classroom and analyzing its conversation/discourse. It explores theoretical, empirical and practical issues of teacher-pupil and pupil-pupil interaction from a sociological point of view. It introduces, more specifically, the methods of Conversation Analysis and Membership Categorization Analysis in the analysis of classroom discourse. In-depth analyses of audio- and video- recorded material from Greek kindergartens is used to illustrate aspects of the educational process as well as

children's free play. The analysis of discourse focuses upon asymmetries of conversation and knowledge, the construction of knowledge through talk and more particular conversation phenomena such as turn-taking, sequence organization and turn design.

94Z. Families of children with disabilities: Investigating issues of home-school collaboration

E. Nteropoulou–Nterou, 7th semester

Greek families with disabled children seem reluctant to participate in decision making on education, intervention programs or support structures. Their experiences remain untapped, even though they are the main source of information, experience and knowledge concerning disabled children. The course introduces ways of cooperation between schools and families, focussing on the role of teachers and parents as well as on various partnership approaches and educational practices that help establish cooperative relations between school and family. The course involves students in qualitative research methods with emphasis on interview research.

94H. Topics in children's social development

D. Papoudi, 7th semester

Suggested prerequisites Courses 202 and 222.

Research methods in the psychology of child development. Emphasis is placed upon case studies and observation regarding children's interpersonal relationships with parents, siblings and peers. This is a seminar course in which students are obliged to participate, by studying the recommended readings and pursuing a small project. They are required to develop a research proposal through a case study and observation methods. Student assessment is based upon small group essays and a final individual essay.

94Θ Natural science concepts II

V. Tselfes, 7th semester

Not taught this academic year.

The course acquaints students with methods for uncovering the representations that children rely upon while discussing and intervening upon the "natural world". Students collect and analyse data from children's typical conceptions of scientific notions such as light and force, which they draw from interviews and observation. They present their observations in a research report.

94I. Methodological issues in historical science

F. Assimakopoulou

Introduction to the basic concepts of historical science (e.g. time, space, fact, sources, past and memory), its methodology (e.g. use of sources, archival research, comparison, evaluation), and paradigms (e.g. historicism, romantic historiography, marxism, school of Annales and “histoire totale”, the Journal Past and Present, social history, microhistory, gender studies, post-modernism). Special attention is paid to issues concerning contemporary historical science as well as to research topics in Modern Greek historiography.

94K. Educational action research

V. Tsafos, 7th semester

Introduction to educational action research: its characteristics, ways of being conducted, its theoretical and epistemological framework and the areas in which it can be applied. Presentation of specific action research projects is followed by students undertaking small-scale research projects on an individual or group basis. These projects aim at developing and reforming the kindergarten curriculum and its implementation guidelines. The course aims to help students understand the importance of action research as a methodological tool of research and teaching. Student assessment is based on projects/presentations conducted throughout the semester as well as the final paper/research project which must be presented at the end of the semester.

94Λ. Issues in education policy: methods of analyzing educational institutions

E. Zambeta, 8th semester

Taught 4 hours a week in two 2-hour sessions.

This course focuses upon methods of analyzing educational institutions and policies. It is organized in two parallel sessions running throughout the semester. The first session grapples with theoretical approaches to issues regarding education policy (e.g. religion in education, the role of parents in education and ‘parental choice’, the evaluation of educational institutions). The second session is organized as a laboratory. Students participate in a research project on an educational policy issue, which has been explored in the theoretical part of the course. The course is taught in two two-hour sessions per week.

94M. Education for creativity and development in Modern Greek society

Th. Dragona, 7th semester

The course aims at developing a critical understanding of the ways the globalized economy of knowledge has influenced societies of late modernity. Teachers, in their professional or academic career, need to acquire a deeper knowledge of the political, economic, social and cultural environments of education. Students must cultivate skills that are cardinal in our contemporary world: skills of making decisions and taking initiatives, of entrepreneurship as well as of transforming one's ideas into action. These skills are intricately connected to creativity, innovative thinking and risk taking, as well as with the ability to plan forward for achieving particular goals in one's private, social and work life.

Module 10: Interdisciplinary week-long workshops

The interdisciplinary workshops are addressed exclusively to third-year students. One of the range of workshops offered each academic year is a compulsory choice for students, who are also obliged to always attend them (with the exception of three hours for serious reasons which must be officially justified). Their principal aim is to link theory with educational practice by exploring issues such as intercultural education, gender, special education, environmental education and the relation of psychology to education. Their originality lies, first of all, in their week-long duration, more specifically a full seven days of evenings and weekends. In addition, invited speakers from various disciplines and professional fields intervene in various ways, from lecturing to directing group discussions. As small-group workshops, they include only a limited number of students. Allocation of students to one of these courses depends first of all upon their preference, which must be declared during the general registration of courses early in the semester, but the final decision as to the number of participants in each course is also based on practical considerations as well. Papers must be prepared and submitted earlier or during the examination period for all courses at the end of the semester.

ΘΕ1. Intercultural education

A. Androussou

A workshop on issues raised by the presence of foreign children in the Greek school and more particularly the classroom. It consists of small-group discussions elaborating these issues through experiential learning. A variety of stimuli are employed (including films, brief drama plays, testimonies, educational materials, texts, etc.) for triggering discussion on issues such as identity/alterity, immigration, racism and xenophobia, social discrimination and minorities. Educators, directors, musicians, first- and second-generation immigrants as well as academic personnel from various fields intervene in various ways. Students are evaluated on the basis of an assignment, based on the workshop but also a dossier of papers. Suggested reference website: www.kleidiakaiantikleidia.net

ΘΕ2. Gender, Body, Otherness

M. Leontsini

The course presents approaches to the construction of power relations through an analysis of gender perceptions. It takes the notion of 'difference' as prevalent, exploring questions such as: How are body differences perceived? How do social meanings become gendered? Is "otherness" a component of power relations? Occasional site visits to museums and galleries as well as focus group meetings with specialists and civil society groups are included in the course's extracurricular activities. The course is delivered by expert faculty members, artists and professionals, thus providing students with the opportunity to interact with guest speakers. Students work in teams to develop research papers and present their findings.

ΘΕ4. Children and Play

R. Papadopoulou (with the collaboration of A. Androussou & D. Papoudi)

Children's play is examined from the perspective of different disciplines such as psychology, sociology, literature and the educational sciences, both from a theoretical and an applied perspective. It focuses upon the role of play in children's development and education. On the basis of various types of stimuli (e.g. films, books, visits, activities etc.), students work in groups to develop through experiential learning approaches to children's play.

ΘΕ6. Social inequalities and education

N. Askouni (with the collaboration of A. Androussou)

The workshop examines social inequalities in education and the mechanisms through which they are enforced and (re)produced. It explores inequalities of social class above all, without however bypassing their interaction with gender and ethnic/cultural differences and hierarchies. These issues are discussed in small groups through experiential methods and reference to particular experiences. Various types of material (such as literature, films, and research papers/projects) serve as triggers for discussion, in which specialists of all sorts as well primary school teachers intervene. A dossier with relevant papers is provided. Course assessment is carried out through essays.

ΘΕ7. Differentiated pedagogy

Ch. Cortessis-Dafermou, M. Sfyroera, V. Tsafos

In this course students work in small groups in order to approach in an experiential way issues raised by the heterogeneity of students in the classroom. On the basis of videos, personal narratives and relevant texts, they approach theoretical concepts of differentiated pedagogy such as motivation, utilisation of experiences, systematic observation of children's development, the educator's intermediary-supportive role, cooperative learning and creative interaction. Emphasis is placed on discussing the opportunities for enriching the learning process which are provided by heterogeneity in the classroom. Guests participating in the course include teachers of preschool, primary, secondary but also higher education. Students are provided with a text portfolio and are evaluated by means of a written assignment.

ΘΕ8. The family

Th. Dragona

This workshop is an interdisciplinary approach to the "family", drawing from concepts, data and methods of psychology, sociology, social psychology, social policy and the legal sciences. It is based on guest lecturers who on the basis of their clinical experience with couples and families will provide a deeper (cognitive and emotional) understanding of family dynamics. The course aims at making students capable of realizing the complexity of interactions within the family and to elaborate the basic concepts in small groups.

ΘΕ9. Applications of counselling psychology in preschool education

M. Malikiosis-Loizos

The main objective of this course is to demonstrate the dynamics of human relationships in preschool education. More particularly, it stands upon the different forms of relationships and the determinants of a positive interaction climate in the classroom. Emphasis is placed upon: a) individual counselling for the emotional support of children, b) group communication, c) facilitating conditions to help children learn to support each other, cooperate, act as mediators in conflicts (peer support), d) emotional literacy (children learning to recognize, manage and express feelings). Relevant material and activities (fairy tales, cards showing emotion, children's films, creative use of teaching material, etc.) are used for the implementation of the above goals. Topics covered also include counselling interventions for effective management of issues such as discipline problems, learning, bullying as well as enhancing self esteem, self knowledge, social skills and resilience in children. A portfolio with relevant material and texts is distributed. Students are evaluated on the basis of a written assignment.

Module 11: Dissertation

The option of a dissertation provides 12 TCs. It is open to students who have completed the number of courses normally required after six semesters of study, i.e. 100 TCs. It can be undertaken on an individual or group basis, with a maximum of four students in each group. In fact, group collaboration is strongly encouraged. The dissertation provides a chance for close collaboration with the academic staff and for creative application of theoretical knowledge obtained in previous years in a research project or pedagogical intervention. It reinforces basic skills necessary for professional teachers, critical thought and problem solving abilities, individual initiative but also group collaboration.

All members of the academic staff can supervise dissertations, depending on his/her interests and research projects. The number of students they can supervise as well as the topics of research are officially announced in September of each academic year. Some dissertation topics involve interdisciplinary approaches and collaboration with academic staff from other Faculties. Students are accepted on a first-come first-serve basis besides, of course, the criteria set by each supervisor. They must finally register their choice along with the rest of the courses, after they have ensured that they are accepted by a member of the academic staff.

Collaboration with the supervisors for the development of the research question and methodology additionally takes place in special seminars organized by each member of the academic staff for the purpose of elaborating upon the announced research topics. Students present their work in these seminars with continuous feedback. They are also encouraged to attend doctoral theses examinations and participate in research programs of the academic staff. The continuous collaboration with their supervisors provides more generally a chance for essential evaluation of progress in research skills.

The dissertation begins after the September examination period and must be completed within one academic year, more specifically by the 20th of May and examined during June. In case the examiners decide that it has not been successfully completed, the examination is postponed for September. However, if it does not successfully pass then, students miss their chance for completing it and need to replace its 12 TCs by other courses.

The dissertation must include the following: a title page (name of student/s, title and year), contents, abstract, introduction and methodology, results, discussion and conclusion, possible suggestions on future research, appendices and a bibliography. It must be submitted in size A4 paper up to 70 characters per line and letters size 12, 1.5 between lines and margins of 2,5 cm. It includes 18.000-20.000 words (roughly 80 pages).

Examiners include besides the supervisor a faculty member from a relevant field. Evaluation is more precisely based upon the following: (a) the fulfillment of the requirements of a dissertation (20% of the overall degree by the supervisor), (b) the written dissertation (60% of the overall degree by both examiners), (c) the oral presentation (20% of the overall degree by both examiners). The criteria of evaluating the written dissertation include: (a) the quality of writing, (b) use of relevant bibliography, (c) the quality of the research or intervention undertaken, (d) the quality of the student's personal reasoning, (e) the use of new technologies.

Module 12: Elective courses from other Faculties of the University

The FECE strongly suggests the enrichment of the students' personal program of studies with an elective course from other Departments of the University of Athens. Courses which are related to preschool and early school education are offered in Departments such as that of Primary Education, Mass Media and Communication, Psychology-Pedagogy-Philosophy, Greek Language and Literature, English Language and Literature, Philosophy and History of Science, Theatre Studies, Music Studies and Physical Education. Enrollment in such courses requires written permission by those teaching them.

Module 13: A second foreign language

Students who already know a language other than English, e.g. French, German, Italian, Spanish and Russian, to a level C2 of the State Certificate of Languages, are entitled to recognize three (3) teaching credits for the requirements of their degree (given relevant legislation, see the Government Newspaper 277, Appendix C/17-08-05).

POSTGRADUATE STUDIES

MASTER'S PROGRAMS

POSTGRADUATE PROGRAMS

The FECE is involved in five postgraduate programs at the master's level (M.A. or M.Sc.), four of which are organized in collaboration with other faculties and universities. It hosts three of the programs which are jointly organized with other faculties, thus providing their administrative support. It also offers the chance for a Ph.D. degree. The recent legislative reform of Greek higher education (i.e. Laws 4009/2011, 4076/2012 και 4115/2013) may, however, lead to changes in the organization of postgraduate programs more generally.

MASTER'S PROGRAMS

Education and Human Rights

The M.A. is historically the first of the postgraduate programs to be organized by the FECE, in fact in collaboration with the Institute of Education of the University of London (through the efforts of Professor M. Heliou at the FECE and Dr. E. Gamarnikow at the Institute of Education). It began functioning in 1994 under the title "Comparative Education and Human Rights", with the aim of constituting human rights of central concern to education.

The collaboration with the Institute of Education consisted in students spending two terms of their first year at the University of London. In the academic year 2001-02 the M.A. was officially deemed not only a trans-university but, above all, a transnational program (in fact the first of its kind in Greece). It was, at the same time, restructured so as to offer two options of specialization: "Social Discrimination" and "Special Education". The collaboration with the Institute of Education now expanded to the co-teaching in Athens of the second year interdisciplinary seminar as well as the co-signing of the degree certificate. In 2006 the M.A. was officially termed a joint degree of the Universities of Athens and London. In the academic year 2008-09 the option of "Special Education" became totally independent, while the Program in "Social Discrimination" was restructured as "Education and Human Rights". The latter retained the collaboration with the Institute of Education, but now included two streams: a) One for students spending the spring and summer terms of their first year in London and receiving a joint degree, b) One for students attending courses only in Athens, with a degree provided solely by the University of Athens but with reference to the collaboration with the University of London which continues to hold in the co-teaching of the interdisciplinary seminar. The latter option was created in order to meet

the growing need for postgraduate studies by professional teachers, who could not take a leave of absence from their job so as to spend two terms in London.

The M.A. does not charge tuition fees. It accepts students with a first-degree in education but also related disciplines mainly in the humanities and the social sciences. It is a two-year course, which includes a dissertation. It also exploits not only the academic staff of the FECE and its research and professional training activities, but also staff of other faculties.

The M.A. is run above all by a Governing Board, which includes Professor D. Makrynioti of the FECE as Chairperson, Professor J. Vorhaus who serves as Course Leader at the Institute of Education, as well as Professor V. Tselves and Associate Professors E. Zambeta, N. Askouni and M. Leontsini from the FECE.

Administrative support is provided by the Secretariat of the FECE 13a Navarinou Str., ground floor (Athanasia Chalazoniti, tel: 210-3688040) but also the M.A.'s own Support Office at 35 Ippokratous Str. 3d floor (Maria Ntelikou, tel: 210-3688527, Fax No. 210-3688057, e-mail: pmsteapi@gmail.com).

The website: <http://www.ehr.ecd.uoa.gr/> offers further information. A reading room and library operates on the 3rd floor of Ippokratous 35.

Special Education

The M.A. Program was originally established in the academic year 2001-02 as an option within the transnational Program "Education and Human Rights" jointly organized by the FECE and the Institute of Education of the University of London. However, it became independent in the academic year 2008-09 as well as organized solely by the FECE. As many other postgraduate programs in Greece, it was funded until 2004 by the Ministry of Education and the European Union (through the EPEAEK Program, i.e. the Enterprising Program of Education and Initial Professional Training). However, its functioning subsequently relied upon tuition fees. Some financial assistance is, nonetheless, provided to students offering administrative duties.

The Program aims above all at an in-depth exploration of issues regarding special education as well as inclusion settings in general schools. More specifically, it provides knowledge on: a) disability, b) contemporary approaches to the education and social inclusion of people with disabilities, c) research methodology on special education, inclusive education and disability. In addition, it provides students with

the ability to teach in special schools and inclusion settings. It exploits not only the academic staff of the FECE and its research and professional training activities, but also staff of other faculties, universities and research centres in Greece and abroad. The M.A. is a two-year program, which includes a dissertation. It also includes a semester (the spring Semester of the first year) of supervised practical training at inclusion programs in general schools, special education schools and units as well as day treatment centres conceded for this purpose by the Greek State.

Applicants should have a first degree relevant to special education as well as certified knowledge of Greek and English.

The Program is governed above all by a Coordinating Committee, consisting of Professor A. Zoniou-Sideri (Director of the Program), Assistant Professors K. Papadopoulou and E. Nteropoulou as well as Assistant Professor D. Papoudi as a deputy member.

Administrative support is provided by the Secreteriat of the FECE at 13a Navarinou Str. ground floor (by A. Chalazoniti, tel: 210-3688040). The program is also served by its own Support Office at 35 Ippokratous Str., 3d floor (by K. Micha, tel: 210-3688526, Fax No. 210-3688527, e-mail address: pmsea@ecd.uoa.gr). For more details see the website: www.se-ie.ecd.uoa.gr. A reading room and library operates on the 3rd floor of Ippokratous 35.

Political Science and Sociology

The Program is hosted by the Faculty of Political Science and Public Administration of the University of Athens (FPSPA), which also provides its administrative support. It was originally established in a pilot form in 1995. In 1997 the FECE became involved in a joint degree in order to strengthen the sociology option, given a notable number of its academic staff drawn at the time from the social sciences. This collaboration was funded, like other relevant cases in Greek higher education at the time, by the Ministry of Education and the European Union (through the so-called EPEAEK Program i.e. the Enterprising Program of Education and Initial Professional Training). Nowadays, the Program depends upon tuition fees.

The Program aims at providing students holding a wide variety of first degrees with specialized knowledge on political science and at the same time sociology. It attracts a high number of applicants mainly from the social sciences. Applicants are selected above all on the basis of high grades, motivation and an interview.

The M.A. lasts for two years and includes a dissertation. It offers two options of specialization, which students elect during their second semester of studies: Political Science and Sociology. Students are offered a chance for working, in the form of practical training, in public research centres', laboratories' and private companies' research programs. Graduates can subsequently apply for a doctoral thesis, which lasts at least three years with a maximum of six (and the right of an extension pending the decision of the Coordinating Committee).

The Program is run by a Coordinating Committee of five members, three of which come from the FPSPA and two from the FECE.

Courses are taught in the Building at 42-44 Aeolou Str., which also hosts a computer laboratory for the students of the program as well as the library of the Faculty of Political Science and Public Administration serving undergraduate and postgraduate students. Secretariat tel: 210-36 89 539. Website: <http://www.pss.pspa.uoa.gr>.

Information and Communication Technologies in Education

The Program was established in the academic year 2005-06 in collaboration with the Faculty of Communication and Mass Media Studies of the National and Kapodistrian University of Athens and the Department of Architecture of the University of Thessaly. It provides a joint degree by the three Faculties. The Faculty of Electronics Engineering of the Higher Technological Institute of Piraeus is an additional partner offering teaching space and staff. The M.A. was originally funded, as many other postgraduate programs in Greece, by the Ministry of Education and the European Union (through the EPEAEK Program. i.e. the Enterprising Program of Education and Initial Professional Training) which allowed collaboration only among university faculties. The Program has subsequently relied for its functioning upon tuition fees.

The M.A. lasts for two academic years and includes a dissertation. It principally aims at the following: to develop a critical stance towards the role of technology in education and professional training, to enhance knowledge on applications of information and communication technologies and to bring students in contact with experts on the use of such technologies in various sectors of education.

It accepts applicants preferably with a first degree which qualifies them to work in primary, secondary and further education but also a degree in any relevant field.

The program is run by a three-member coordinating committee, one from each collaborating faculty, The Committee is presided by E. Kourti, Associate Professor of the FECE and includes Professor M. Meimaris from the Faculty of Communication and Mass Media as well as Associate Professor G. Papaconstantinou from the University of Thessaly.

Administrative support is provided by the Secretariat of the FECE, 13a Navarinou Str., ground floor, A. Gontika, tel. 210-3688043, e-mail: gontika@admin.uoa.gr. For further details see the website <http://www.icte.ecd.uoa.gr>.

Counselling Psychology and Counselling in Education, Health and Work Settings

The M.Sc. was established in the academic year 2009-2010 through the collaboration of the FECE with the Faculty of Social Administration of the Democritus University of Thrace. It provides a joint degree by both Faculties.

The Program's primary objective is specialization in Counselling Psychology and Counselling as applied in education, health and work settings. In fact, it provides not only theoretical knowledge but also high-level professional skills for those working in Counselling Psychology and Counselling. More specifically, It strives to: a) equip students with the necessary knowledge, experience and skills for careers in which Counselling Psychology and Counselling are considered necessary, b) train specialists in Counselling Psychology and Counselling who will staff universities, schools, hospitals, health centers, organizations, businesses and other institutions of the public and private sectors, c) prepare specially trained professionals who will eventually reinforce the teaching staff of higher education institutions and promote research and teaching in Counselling Psychology and Counselling, d) train post-graduate students according to the scientist-practitioner model; a model requiring professionals to master both the helping, practitioner roles and the methods of investigating science in order to be equipped with the necessary skills that will ensure their proper preparation for an academic, scientific, research and professional career at a European, as well as, at an international level.

Two options of specialization are offered, in fact as two separate degrees: a) Counselling Psychology and b) Counselling. The Program lasts for two years (four semesters). It depends for its functioning upon tuition fees.

Graduates of the Program can continue for a Ph.D. degree, the requirements of which are specified in detail in the section of the Guide on doctoral studies.

Pending changes to be brought about by recent legislative reform on the functioning of postgraduate programs, the Program is governed by a Special Interfaculty Committee of five members: From the FECE Professor Maria Malikiosi-Loizos (President of the Committee), Associate Professor Evangelia Kourti and Assistant Professor Kalliroi Papadopoulour and from the Faculty of Social Administration of the Democritus University of Thrace Professors Theano Kallinikaki and Antonia Papastylianou as well as Associate Professor Agapi Kandylaki.

The Program is supported administratively by the Secretariat of the FECE, Navarinou 13A, ground floor (K. Lykoka, tel: 210-3688055, e-mail: klykoka@ecd.uoa.gr). Details concerning the structure, program content and teaching staff , as well as the procedures and selection criteria of post-graduate students, are included in the Joint Postgraduate Program Student Guide as well the website <http://www.gcp.ecd.uoa.gr>. A reading room for students operates on the 6th floor of 35 Ippokratous St.



PH. D. STUDIES

PH. D. STUDIES

The FECE offers a chance for doctoral studies in various areas relevant to education in the wider sense. Two of the Master's programs described above, the Political Science and Sociology as well as the Counselling Psychology and Counselling in Education, Health and Work Settings, also offer the chance for continuing towards a Ph.D. degree within their own particular framework.

Applicants for a Ph.D. thesis in the FECE more generally must hold a Master's degree of some sort, although exceptions can be made in special cases. Selection of applicants takes place three times a year, in October, February and May.

Applications with all required documents are submitted to the Secretariat of the FECE and must be accompanied by the following: a) A sample of scholarly work, preferably a copy of the M.A. dissertation, b) A research proposal not exceeding 10 pages, which must include a brief description of the topic of research and the context of relevant approaches, an outlining of a research methodology and relevant bibliography. Applications are evaluated by members of the academic staff whose work is closest to the proposed research topic. If an academic teacher decides that s/he can supervise the proposed project, s/he submits a proposal to the General Assembly of the FECE which must ratify the acceptance of a candidate. As is typical so far of Greek higher education, the main supervisor is assisted by two academic teachers from the FECE or other faculty. Ph.D. theses can also be undertaken after a relevant call by the FECE in a certain research area.



The Ph.D. degree as a continuation of the M.A. in Counselling and Counselling Psychology in Education, Health and Work Settings

The minimum period of doctoral studies cannot be less than three (3) years and no more than five (5) years. Enrollment is permitted to holders of: a) the M.Sc. of this particular program, b) the M.A. or M.Sc. of a related subject from a Greek university or other recognized foreign higher education institution (in accordance with Article 12 paragraph 2 of Law 2083/1992) as long as they have sufficient knowledge of Greek. Applicants must also be proficient in the English language. More specifically, students accepted must have the following backgrounds: a) A first degree in Psychology for the "Counselling Psychology" option. b) For the "Counselling" option, applicants can be graduates of the faculties of Philosophy-Pedagogy-Psychology in Greek Universities, Social Administration with an emphasis upon Social Work, Nursing, Education, and more generally graduates in the Humanities and Social Sciences in Greek or foreign universities, in addition of the School of Health and Welfare of Higher Institutes of Technology (ATEI in Greek) (according to the requirements of article 5, par. 12c of Law 2916/ 2001, which was supplemented to Article 25 of Law 1401/87, Gov. 114a ').



ERASMUS PROGRAM

ERASMUS PROGRAM

In order to promote mobility of students in higher education studies and work training, the European Union has organized two types of programs in which the University of Athens fully participates (see http://ec.europa.eu/education/lifelong-learning-programme/erasmus_en.htm). The University of Athens can fully participate in these programs, as it holds since 2007 an Extended Erasmus University Charter. The Erasmus/Studies Program offers the chance for spending a certain period attending courses in a university of another country. The Erasmus Student Mobility for Placements Program provides the chance of work placement (traineeship/internship) for a certain period in an enterprise or organisation of another country. Students can participate in both of these programs.

The Erasmus/Studies program

The Program offers students at pregraduate, postgraduate and Ph.D. programs a chance to attend courses in another European university for a certain period. This is, however, possible only if bilateral agreements have been signed between a member of the academic staff of the FECE and a Faculty or Department of a university abroad.

The length of studies abroad ranges from three to twelve months. The period in a foreign university is recognized as equivalent to the period students would have spent taking courses at the FECE. Courses successfully passed abroad are fully recognized, as long as they can be roughly corresponded by the academic personnel of the FECE with their courses.

Undergraduates can apply for participation only when they are at least in their second year of studies and have passed a number of courses equivalent to those of the first year of studies. Students can apply even when they are in their fourth year of studies (occasionally even beyond if they have not passed all the required courses) but only if they have enough courses left to pass which are equivalent to those they can replace by the courses at the university abroad.

Postgraduate students can apply only if they they have passed at least half of the courses required for their Master's degree. Ph.D. students can apply only after permission by their three-member supervising committee and a report specifying the profits of the visit abroad. The report must indicate the topic of the thesis and certify that the time abroad

will be spent on research relevant to the thesis as well as that it will be counted in the total time required for the completion of the thesis in the FECE. Choice of applicants is based on the grade of their first degree but also their Master's degree.

All applicants must display certified command of the language of the host university. Both undergraduate and postgraduate students can apply for this exchange program only once.

Students are supported by a scholarship, which covers only the cost of moving but not the total cost of living abroad. The amount of money offered varies according to the country. Scholarships from Greek national sources do not cease to be provided during the stay abroad, in addition to the Erasmus ones.

The FECE collaborates with the following universities: University of Eastern Finland, Universidad Complutense de Madrid, Université Charles de Gaulle-Lille III, Université de Genève, Università degli studi di Padova, European University of Cyprus, Hogeschool Rotterdam, ISCTE- Instituto Universitario de Lisboa, Institute of Education-University of London. Each year, at the start of the spring semester, an invitation for applications to the program is announced in the FECE's website, along with information on how to apply and how students will be selected.

Students can search for universities and programs to which they can move in the website www.braintrack.com. They can also find information regarding registration, the program of courses, the length of semesters, housing and other practical needs in the websites of the participating universities, more particularly where reference to International Relations is made. For further information students can contact the Department of European and International Relations of the University of Athens at 30 Panepistimiou St., Monday to Friday 11:00 - 13:00, tel: 210-3689713-6, fax: 210-3689720, email: socrates@interel.uoa.gr, as well as through the University of Athens website (www.uoa.gr),

The Erasmus/Placement Program

The Placement Program supports mobility of students for the purpose of work training in enterprises, research centres and other organizations. The Program's objective is to offer a chance for work experience in the area of studies of the student but also of the economic and cultural conditions of other European countries.

Full recognition is given by the home higher education institution for the period spent abroad, preferably through ECTS credits. The period of placement ranges from three to six months. Students are awarded a grant to help cover the travel and subsistence costs, although not fully. The payment of any Greek national grant or loan to is maintained during the placement period abroad.

Students must seek an organization of training themselves and send a short CV to them which describes their area of specialization. If they are accepted, they can apply for the training grant after a formal call by the Department of European and International Relations of the University of Athens, (Erasmus Office, 30 Panepistimiou St., <http://www.interel.uoa.gr/erasmus/sp/pm.html>).

RESEARCH AND TEACHING ACTIVITIES

RESEARCH AND TEACHING ACTIVITIES

TEACHING ACTIVITIES

LABORATORIES SUPPORTING TEACHING ACTIVITIES

The following eight laboratories function either as teaching rooms and/or work spaces for students, serving various courses at pregraduate and postgraduate levels.

Computer Laboratory

Equipped with 16 personal computers, a video projector and a smartboard, the laboratory supports the teaching of courses on information and communication technologies in education as well as on statistical analysis. Students can also practice in using the software of the laboratory.

Visual Arts Laboratory

The laboratory is a spacious studio equipped with facilities and materials such as easels, drawing tables, audio-visual equipment, storage and preparation spaces and a library on art and craft activities. It supports the teaching of at least four undergraduate courses per year on Visual Arts Education.

Physical Science and Mathematics Education Laboratory

The laboratory supports the teaching of courses on science and mathematics education. It contains work spaces for students, laboratory equipment, a machine shop, a computer and a projector, as well as a library on science education. It supports the teaching of at least seven undergraduate and postgraduate courses.

Theatre and Music Education Laboratory

The laboratory supports the teaching of courses on theatrical expression as well as theatre and music in education. It contains work spaces for students, a multimodal stage for theatre and puppetry, systems of projection and lighting, equipment for constructing stage objects and musical instruments, sound systems and musical organs. It supports the teaching of at least ten undergraduate and postgraduate courses on music and theatre education.

Special Education – Early Intervention Laboratory

The laboratory aims at informing, supervising and training undergraduate and postgraduate students on issues regarding disabled students. It serves several undergraduate and postgraduate courses concerning special education and early intervention. It also edits audio-visual material and organizes workshops on these issues.

Child and Family Psychology Laboratory

The Laboratory supports the teaching of courses on child development, family, and educational psychology. It serves the academic and research needs on psychological issues concerning the child and the family psychological issues as well as the practicum supervision of undergraduate and post-graduate students. It also develops teaching and research material, and answers to the immediate psychosocial and educational student needs.

Environmental Education Laboratory

The Laboratory supports educational activities in Environmental Education and Education for Sustainable Development. It offers σχετικά courses in both the undergraduate and postgraduate level.

Applied Pedagogy Laboratory

The Laboratory supports above all the practicum courses. It is equipped with a large collection of educational toys and books which can be loaned to students for use in their training in preschool and kindergarten. It also contains computers with access to the internet, in order to facilitate students' preparation and materialization of teaching exercises as well as the presentation of such exercises for group discussion. Teachers from the kindergarten and preschool who contribute to the practicum normally work in this room, typically supervising students' training progress as well as organizing seminars. The laboratory can host up to 50 students. Since 2008 meetings are also held 3 or 4 times a year with the kindergarten teachers who host students in their class for their practical training. In addition, the laboratory hosts meetings of a network of teachers involved in the practical training of students.

RESEARCH ACTIVITIES

The research activities of the FECE take at least the following forms: a) postdoctoral research, b) programs of research and intervention in education funded by various sources, c) centres of research and intervention in education.

POSTDOCTORAL RESEARCH

The FECE invites Ph.D. holders to continue as postdoctoral researchers in topics which concern its academic staff. The research project is supervised by a member of the academic staff, who must submit a proposal concerning a research topic and an applicant to the General Assembly of the FECE for ratification. The FECE holds the right to ask the postdoctoral fellow to teach a course, if s/he desires, in collaboration with a member of the academic staff. The teaching of the course can not however be paid. The fellow obtains the right to use the library facilities of the FECE and other possible means for completing the research project. (e.g. The project of psycholinguist S. Selimis Acquisition of Greek as a first and a second language: a comparison of the two processes through oral descriptions of space).

RESEARCH AND EDUCATIONAL INTERVENTION PROJECTS

The academic personnel has been involved over the years in many projects of research and less often of intervention in education. These projects have been funded by a variety of sources, including above all the European Union, Greek national funds from the Ministry of Education and the Secretariat of Research and Technology, as well as the University of Athens Research Fund.

Currently, at least two large-scale projects are worth mentioning:

-The Program for the education and care of preschool-age children (for details see www.ppps.ecd.uoa.gr). It is funded by the Ministry of the Interior for the purpose of contributing to the educational programs of day-care centres run by the Ministry. In essence, it has adjusted to Greek reality the German Program "Bridging Diversity – An Early Childhood Curriculum" which has been successfully used for children aged 0-6 years in Berlin and promotes collaboration of families with the day-care centres.

-The Program for the education of Muslim children in Thrace (for details see <http://www.museduc.gr/el>). Funded by the Ministry of Education, this program began functioning in 1997 and has resulted above all in a significant reorganization of the Greek-language curriculum of the Muslim minority schools in Thrace.

The following are typical examples of projects and funding sources during the past decade:

University of Athens Research Fund:

-Originally within the framework of the low-budget projects of the Kapodistrias Program, which were undertaken by all of the academic staff. Projects with titles such as the following: Victimization in the school environment. Educational choices and social strategies. Social class, ethnic origin and gender in school choices. Acquisition of Greek as a first and a second language. Parent's conceptions about childrens' development. Theatrical expression of scientific ideas.

-More recent projects within the continuation of the Kapodistrias Program, with higher funding but at a Faculty level. They included the evaluation of the activities of the FECE and the construction of its website, but also projects with titles such as The transition from experiential to school knowledge in the kindergarten: data from communicative practices in the classroom.

Competitive programs of the Ministry of Education and the European Union (the so-called EPEAEK and ESPA projects in Greek). These have included:

-Herakleitos Ph.D. Scholarships (e.g. the project Linguistic coding of the conceptual domain of motion: literal and non-literal language of Greek-speaking children and adults).

-Pythagoras Post-doctoral Research Programs (The projects Vocational employment of graduates with disabilities from the Education Faculties of the University of Athens and Early language development in Greek: from prelinguistic vocalization to the first words and the emergence of grammar).

-The Program for the Education of the Muslim Minority in Thrace, for the past 20 years with funding which surpasses one million euros per year.

-Programs of the University of Athens for all schools and faculties, such as Vocational Training, Open Courses and Entrepreneurship.

-Programs of state institutions more generally, like the District Administration of the State of Attica, for the equipping of the FECE's laboratories.

CENTRES OF RESEARCH AND INTERVENTION IN EDUCATION

The FECE hosts four centres of research and intervention in education: the Greek branch of the International Association for the Evaluation of Educational Achievement (IEA), the Centre of Environmental Education Research, The Centre of Applied Pedagogy, the Centre for Research, Assessment and Implementation of Inclusive Education Programs, as well as the Centre of Intercultural Research and Educational Intervention.

The Greek Centre of the IEA

Director: Professor Dimitris Chassapis
Navarinou 13a, 3rd floor

The Greek Centre of the International Association for the Evaluation of Educational Achievement and Educational Policy (IEA) initiated its activities during the academic year 1986-87 at the University of Patras, in the Faculty of Primary Education. It moved to the FECE in the University of Athens in 1996 along with its director Professor G. Kontogiannopoulou-Polydorides, who was collaborating with a significant number of associates – researchers and professors of Greek and foreign Universities.

The IEA is a network of transnational educational research of researchers, educators and educational policy experts, operating for over 40 years. Scholars and researchers from roughly 60 different educational systems constitute today's IEA network, which has completed over 20 cross-national studies. IEA's studies record, correlate, clarify, interpret and provide the research community and the educational systems with data and analyses on the factors related to school success or failure and educational practices. These studies have included curricula and textbooks analyses, records of students' achievement in specific tests, of their social and cultural environment, their concepts and attitudes and their educational strategies, also the concepts, attitudes and practices of teachers and more generally the practices and climate of the school.

The Greek Centre's main research interest is on how socio-economic background, cultural characteristics and educational strategies and practices relate to school success or failure. It also focuses, however, upon the relation between the school and the social structure, due to the special role that education plays in the reproduction of Greek society. The Centre provides support to all schools and education agents that request it through a formalized procedure. Research processes and practices are constantly used to enrich

the teaching process in the FECE. Thus, research data are used for students' training in the courses "Sociology of Education", "Research Methodology" and "Educational Policy".

1. Studies in the context of the Centre's collaboration with the International Association for the Evaluation of Educational Achievement (IEA)

1.1 Reading Literacy (RL): (1989-1998) (Partial Funding: General Secretariat for Research and Technology)

The Reading Literacy Study explored students' social characteristics as well as school factors which are related to students' from 31 countries achievements in cognitive tests which require understanding of written language. In Greece 3.500 elementary school students (grade D) and 3.500 lower secondary school students (grade C) took part. The study began in 1988 with the main study carried out in December 1990, the Year of World Literacy. The data collection has resulted in several publications in Greek and English. The research data were used for students' papers and training in courses at the University of Patras (1989-1995) as well as the University of Athens (1996-1998).

1.2 Third International Mathematics and Science Study (TIMSS): (1990-1998) (Partial Funding: Ministry of Education, General Secretariat for Research and Technology)

The Third International Mathematics and Science Study (TIMSS) began in 1990 and was completed in 1998. It evaluated students' knowledge in mathematics and science and investigated the relation of such knowledge with the students' cultural and social context, educational practices (including curricula) as well as students' and teachers' concepts regarding mathematics and science. Participants included elementary school students (grades C and D), lower secondary school students (grades A, B and C) and upper secondary school students (grade C-1st cluster). In Greece the study explored the research questions which were designed at the international level but also questions regarding Greek education.

The research team was formed in 1990 at the University of Patras. During the first five years of the project more than 13 people worked on it. Since 1996, when the data analysis began, the study was conducted by a research team at the University of Athens. G. Kontogiannopoulou-Polydorides, professor at the University of Athens and J. Solomon, associate professor at the University of Athens (and during 1996-1998 Head of the Evaluation Department at the Pedagogic Institute of the Ministry of Education) were the National Research Coordinators. G. Stamelos, assistant professor at the time, was the

main researcher. Participants also included: C. Basbas, teacher, researcher, PhD candidate, responsible for the analysis of the primary school data; Ch. Sofianopoulou, mathematician and Ph.D. candidate at the time, responsible for the analysis of the secondary school data; D. Boulamatsis, statistician, researcher and data analyzer. The research data and instruments were used for students papers and training in courses at the University of Athens (1998-2002).

1.3. Civic Education Study (CivEd): (1992-2004) (Partial Funding: General Secretariat for Research and Technology, University of Athens).

The International Civic Education Study aimed at exploring the political socialization of students regarding basic concepts, institutions and practices of democracy. To this aim, the study investigated students' relevant knowledge but also their construction of concepts, opinions, attitudes and practices in many (mostly European) countries. The study started in 1998 with the principal aim in Greece to investigate questions relevant to Greek education. Phase 1 consisted of case studies now published in a volume entitled *Civic Education Across Countries: Twenty-four National Case Studies from the IEA Civic Education Project*. (D. Makrinioti and J. Solomon, associate professors, acting as coordinators). Phase 2 consisted of the main study which investigated 150 schools and 3.889 students from all over Greece (G. Kontogiannopoulou-Polydorides was the coordinator, with the research team consisting of S. Andritsopoulou, PhD candidate and teacher, M. Delikou, pre-school teacher, G. Papadopoulou, PhD candidate at the time). The study's methods, research instruments and data have been used for students' papers and training in courses at the University of Athens.

1.4. Progress in Reading Literacy Study (PIRLS): (1999-2005) (Partial Funding: Ministry of Education, University of Athens)

The study explored the relation between students' social, family and school environment and their reading abilities in primary school, more specifically in 4th grade since at the age of 9 they are expected to have completed coding/decoding processes. Also, at this age differentiations in reading capacities due to the family and school environment are expected to be more intense as are the interactions between students and teachers. The sample consisted of 145 schools with about 20 students per class. It was designed to be representative of geographic and socio-economic differences. The study was conducted in

May 2001 through weighted questionnaires addressed to the students, their parents, their teachers and school principals. It was simultaneously carried out in about 40 countries – among them most countries of the European Union and the Balkans. G. Kontogiannopoulou-Polydorides was the research coordinator. The research team consisted of: C. Basbas, PhD candidate, teacher and M. Ntelikou, preschool teacher and G. Fragoulis, PhD candidate at the time.

1.5. International Civic and Citizenship Education Study (ICCS): (2006-2011) (Partial Funding: European Union).

The study investigated the ways in which young people become prepared to undertake their roles as citizens in 30 different countries. More specifically, it explored differences among and within countries regarding acquisition of concepts and competencies in Civic and Citizenship Education, the extent of students' interest and disposition to engage in public and political life, factors within and across countries related to this engagement, aspects of schools and educational systems as well as students' personal and social background (such as gender, socio-economic background and language) which may effect knowledge and attitudes towards Civic and Citizenship Education (including curricula, teaching practices, school organization). A longitudinal study of changes in Civic and Citizenship Education as a school subject as well as of the conceptions and behaviours of Greek teenagers in the past decade was also undertaken.

The study began in 2006. Phase I included the pilot study in a small sample of schools, while Phase II, the main study, was conducted in the spring of 2009 in a larger sample of students from the 8th and 9th grades of junior high school. The sample was designed to be representative of geographic and socio-economic differences. The study used questionnaires to students, teachers and school principals. The analyses of data and the compiling of the research report are in still in progress. G. Kontogiannopoulou-Polydorides was the National Research Coordinator. The research team consisted of: Ch. Polydorides, preschool teacher; M. Delikou, preschool teacher; Dr. G. Papadopoulou, Dr. G. Fragoulis, M. Pardali, PhD candidate at the time, M. Halari, PhD candidate, X. Konstantopoulou, PhD candidate, and A. Georgiou, preschool teacher.

2. Studies in the context of the European Union

The most important and most recent are the following:

2.1. European Project for studying international (university) student mobility (ADMIT)

(1998-2000) (Funding by the Targeted Socio-Economic Research Program of the European Union)

The study aimed at describing the opportunities for access to European higher education institutions as well as the difficulties and problems encountered by attempts to develop both organized as well as free student mobility. The Greek research team's findings show that student mobility from and towards Greece is related to ambiguous yet real social (and not only social) hierarchies but also to factors specific to: (a) the Greek educational system (in comparison with the educational systems of other countries), (b) each University above all due to its status, (c) the particular Faculty (or Department) due to its scientific specialization and its status, (d) the social status of the students themselves, their ambitions for social mobility and the extend to which this is possible through educational (student) mobility. The study was overall undertaken in five European countries: England, France, Germany, Greece and Sweden.

2.2. European Project for studying effective school improvement (ESI) (1998-2000) (Funded by the Targeted Socio-Economic Research Program of the European Union)

The study aimed at exploring innovative and creative characteristics of school and the factors which may contribute to the improvement of compulsory primary and secondary schools. It searched for characteristics and practices related to the wider social environment and educational agents as well as practices defining creative teaching and learning at the classroom and school levels. According to its theoretical framework processes of creative and innovative change in schools relate directly to the improvement of student achievement (knowledge, skills, attitudes) or indirectly by producing "interim results", i.e. differentiating certain characteristics of the school unit or classroom (such as ways and means of teaching) which in turn, enhance student knowledge and skills. The study was undertaken in eight European countries: the Netherlands, England, Portugal, Greece, Finland, Belgium, Italy and Spain.

The Greek study focused on certain school programs. As expected, it showed that in the context of a centralized educational system such as the Greek one, central agents play a critical role (for instance the Ministry of Education or the Pedagogical Institute) in promoting or obstructing creative and innovative practices in schools. What turned out important, however, are gaps in this centralized "supervision", which allow teachers



autonomy in introducing creative and innovative practices. In such cases it was also found that any help, guidance and support by high rank officials of education ("paternalism" and authority) also has a significant role. G. Kontogiannopoulou-Polydorides was the National Research Coordinator, while participants included above all: G. Stamelos, assistant professor at the University of Patras, G. Papadiamantaki, sociologist, Professor J. Solomon and A. Vasilopoulos, PhD candidate at the University of Patras.

2.3 Higher Education Institutions Responses to Globalisation, Internationalisation and Europeanisation (HEIGLO) (2002-2004) (Funding by the Program "Improving Human Potential and the Socio-Economic Knowledge Base" of the European Union)

The study aimed at exploring and analyzing the social and institutional factors which define the ways institutions and systems respond to the processes of Europeanisation and Globalisation in seven countries (Austria, Britain, Germany, Greece, Norway, Netherlands, and Portugal). More specifically: a) It analyzed the conceptions, strategies and practices of tertiary institutions and systems with regards to the development of international activities as well as recorded changes in the position of the Greek tertiary education system with regards to processes of Internationalisation and its relative position in the developing social hierarchy of university institutions. b) It contributed to the theoretical understanding of the social and institutional potential of Internationalisation and Europeanisation of tertiary education and its institutions, as well as of the potential institutional and political "resistance" of social agents and subjects towards the tendencies of globalization and the policies of the unified European Field of tertiary education. G. Kontogiannopoulou-Polydorides was the National Research Coordinator and participants included G. Stamelos, assistant professor at the University of Patras, and G. Papadiamantaki, Ph.d. in sociology from Panteion University,

Centre of intercultural Research and Educational Intervention

Scientific Coordinator: Professor Thalia Dragona
Ippokratous 35, 5th floor

The Center has two principal aims: (a) collecting research data which can be exploited in various ways by the academic personnel and the students of the FECE, (b) raising students' awareness of cultural diversity and of the educational difficulties encountered by children with ethno-cultural identities which differ from the mainstream ones. Its activities are financed by the European Union, Greek national funds and competitive research grants. They include more specifically:

- Undertaking research on educational issues that concern student populations with a cultural identity and /or religion which differs from the mainstream.

- Developing alternative educational material befitting the needs of students whose mother tongue is not Greek and whose culture differs from the mainstream one.

- Contributing to the development of educational policies that counter social inequalities in the school, school drop out rates and social exclusion.

- Implementing interventions that cultivate respect of diversity of identities in the school and society more generally.

Centre for Research, Assessment and Implementation of Inclusive Educational Programs (KETEEP)

Scientific coordinator: Professor Athina Zoniou-Sideri
Ippokratous 35, 5th floor

One of the main concerns of special education in recent decades is the inclusion of children with disabilities in general education. Over the last two decades a policy of inclusive education has been endorsed, at least at the institutional level, in both general and special education in Greece. However, its implementation has encountered various obstacles. The Centre has collected educational and research material through planning and implementing pilot inclusion programs (financed by European and Greek national funds). These materials can be used to raise awareness and to inform teachers in primary and secondary education, parents, researchers and students on issues concerning inclusion of children with disabilities in general education.

The Centre's has the following principal objectives:

- Research on inclusive education
- Publication of books for teachers and parents
- Teacher education and training for inclusion
- Educational support of teachers and parents
- Implementation of pilot inclusion programs.

The achievement of these objectives will contribute to shaping educational policies on inclusion of children with special educational needs within general education, the elimination of negative social stereotypes of disability and the promotion of equal opportunities for all.

The Centre is financed by European funds and from other research and educational programs.

Environmental Education Research Centre

Director: Professor Evgenia Flogaiti

Ippokratous 35, 4th floor, Tel: 210.36.88.532 - 210.62.04.902

The Environmental Education Research Centre has the following aims: To conduct research and studies in the field of Environmental Education and more specifically:

- To produce and publish relevant written audiovisual and electronic material.
- To create and operate a relevant library and documentation centre.
- To educate and train teachers and groups interested in the application, propagation and development of Environmental Education.
- To undertake activities in order to advise, inform and train individuals and social groups in topics relevant to the environment and Environmental Education.
- To exchange experiences and develop cooperations with other institutions or organisations on a national and international level in matters of Environmental Education.
- To provide support and advice to students, teachers and other interested parties in matters of Environmental Education.
- To contribute to the forming of educational policies in matters of Environmental Education.

It has developed many activities and innovative programs in teacher education, pedagogical material and school development through environmental education.

STUDENT INFORMATION

STUDENT INFORMATION

The following information concerns the organization, length and requirements of the undergraduate program of studies, registration procedures (for the program overall, the courses and textbooks), the bibliographical and electronic support of courses, student's collaboration with the faculty, library facilities and reading rooms as well as counselling services offered by the FECE. Elsewhere in this Guide additional information is provided on various services offered to students by sources other than the FECE, mostly the University of Athens, such as scholarships and sports facilities.

DEGREE REQUIREMENTS AND ORGANIZATION

The program leading to a first degree in Early Childhood Education lasts four years or eight semesters. The degree is awarded after completion of courses which are equivalent to 161 Teaching Credits or 250 units in the European Credit Transfer System (ECTS). Each course is normally equivalent to three (3) teaching credits (TCs), but there are notable exceptions which typically concern the practical training of students for teaching and research (see the detailed description of courses elsewhere in this Guide).

Each academic year consists of two semesters, termed winter and spring. As is more generally the case in Greek higher education, examinations take place at the end of each semester in February and June, with a second chance given in September to students who have not passed courses in the winter and spring examination periods. Recent legislation allows students who have finished four years of studies but have not yet obtained their degree to be examined in any of the three examination periods for courses they have not passed. It also requires that students enrolling since the academic year 2011-12 and later to obtain their degree in a maximum of six years.

REGISTRATION OF STUDENTS, COURSES AND TEXTBOOKS

Students must register each year and semester for the following:

a) First-year students must register for the overall program. In addition, the recent legislative reform of higher education requires not only newcomers but also older students to renew their registration in the beginning of each academic year. Details on dates, requirements and means of registration are announced by the Secretariat typically in September.

b) In addition to the yearly registration, students must register electronically for the courses they will attend at the beginning of each semester, i.e. twice a year. Once again, specific dates are announced by the Secretariat, shortly after the commencement of courses so that students become briefly acquainted with various elective courses before they decide which ones they will attend. Each student can register for a maximum of eight courses each semester. Courses are either compulsory or elective (see details in the program of courses). Compulsory ones must be registered in the semester indicated. However, the semester indicated in the program of courses for elective ones is only a suggestion for what would be an optimal sequence of courses.

c) In addition registering for courses, students must register for the textbook they are entitled to obtain in each course in the separate Eudoxus system (see details below).

BIBLIOGRAPHICAL AND ELECTRONIC SUPPORT OF COURSES

The teaching of courses is typically supported by reading material and often the electronic site of the course. The possible types of reading material are strictly delineated by legislation on higher education and include a) a textbook or notes written by the teacher of the course and b) a portfolio of bibliography (typically photocopied articles). The reading material is announced in the beginning of the course and often in the electronic class (e-class) system operated by the University of Athens. The e-class site shows courses not only by name but also by Faculty. It allows the academic personnel to display many sorts of information regarding each course, such as announcements, the lectures themselves in Power Point format, bibliography, project assignments etc. Many of the courses of the FECE can be found here: <http://eclass.uoa.gr>. Students must apply for a username to the site.



Legislation also holds that in Greek higher education the state provides students with textbooks or notes and/or a portfolio of bibliography free of charge. The Ministry of Education has, in fact, organized the electronic Eudoxus system (<http://eudoxus.gr>) for the dissemination of textbooks more particularly. The rest of the reading material is typically photocopied by the University of Athens or can be downloaded from the e-class sites. However, textbooks are provided free of charge only to students enrolled for a first degree, but not to those already holding a first degree and enrolled for a second first degree. In addition, the number of textbooks provided to each student can not exceed the number of courses required for the degree in each Faculty (i.e. for additional elective courses). For textbooks more particularly legislation requires the academic personnel to suggest at least two alternative books for each course and students to choose only one of these. The range of possible textbooks in each course is displayed in the Eudoxus system and not only in the syllabus of each course. Students must register electronically in this site for the textbook they have chosen, sometime in the beginning of the semester on dates announced by the Ministry of Education. Details on where the textbooks can be picked up are displayed in the Eudoxus site but also Table 10 outside the Secretariat of the FECE. Typically, textbooks and other reading material are picked up from bookshops or publishing houses and occasionally from the academic or administrative staff's offices. In order to pick up the reading material (books, notes etc.) students must show their student identity card and also sign a relevant list.

COLLABORATION OF STUDENTS WITH THE ACADEMIC STAFF

The academic staff's offices are open to students during specified hours of the week, which differ for each member of the staff, in accord with his/her program of teaching duties each semester. Relevant details are announced at the beginning of each semester in Table 2 outside the Secretariat, the staff's offices and the FECE electronic site. Additional meetings can of course be arranged with the staff whenever necessary. Students are strongly advised to seek their teachers for any reason.

First-year students, more particularly, are also provided with an advisor on the organizing of their personal program of courses and more generally for their adjustment to the FECE. Each member of the academic staff thus serves as a tutor to a small group of students, as announced by the Secretariat in September.

LIBRARY FACILITIES AND READING ROOMS

Students and academic staff can use the services of at least the following libraries: a) The main FECE library serving students at the undergraduate and postgraduate levels. b) The libraries and reading rooms of the four postgraduate programs hosted by the FECE, and c) a notable number of libraries in other Faculties of the University of Athens.

The main FECE library

The reading material of the FECE library covers various fields relevant to education, including pedagogy, psychology, sociology and other social sciences, philosophy, literature, linguistics, history, the arts, mathematics and physical sciences, as well as research methods. Roughly half of its material is in Greek and the overwhelming majority of the rest in English. Many scientific journals are available electronically through the University Library site (www.lib.uoa.gr) and can be downloaded by students but only through the FECE computer facilities. The same site allows searches for books and journals in the various libraries of the University overall as well as information on books in other higher education libraries in Greece.

The FECE library loans material to the academic and administrative staff as well as students at all levels, with the exception of journals, dictionaries, encyclopedias and other information-bearing material. Non-loanable material can, however, be photocopied in the library with the use of a magnetic card bought from the library staff. Further information on loaning, including length of time and quantity of material, is provided by the staff.

The library is located on the mezzanine of 33 Ippokratous St. It opens Monday to Friday 9-3. Additional hours are occasionally announced whenever there is availability of library personnel. It can be used by a maximum of 30 students. Its visitors must leave their belongings on shelves outside the entrance. Mobile phones, food and drink are not allowed. Typically, books and journals are found by users themselves after a search in the library site as to their location. They must be returned on special desks and not directly on the shelves from where they were picked up.

Postgraduate libraries and reading rooms of the FECE

The postgraduate libraries mainly serve students following the M.A. programs and also serve as reading rooms. They include more specifically the libraries of the:

- M.A.s of “Human Rights and Education” as well as “Special Education” on the 3rd floor at 35 Ippokratous Str.

- M.A. in “Counselling Psychology and Counselling in the Education, Health and Work Settings” on the 6th floor at Ippokratous 35.

- M.A. in Information and Communication Technologies in Education”, 3rd floor at Navarinou 13a

Other libraries and reading rooms of the University of Athens

Students can also visit any of the libraries of the University, especially the following with material relevant to the FECE teaching and research activities:

- Faculty of Primary Education, 3rd floor at 24 Charilaou Trikoupi, tel.: 210-36 02 715. Monday to Thursday 9:00-18:00 and Friday 9:00-14:00.

- Psychology in the School of Philosophy Building, 5th floor at the Zografou Campus, tel.: 210-72 77 565. Monday to Friday 9:00-17:00.

- Pedagogy in the School of Philosophy Building, 5th floor at the Zografou Campus, tel.: 210-72 77 577. Monday to Friday 9:00-16:00.

- Philosophy in the School of Philosophy Building, 7th floor at the Zografou Campus, tel.: 210-72 77 795-6. Monday to Friday 9:00-18:00.

- Linguistics in the School of Philosophy Building, 8th floor at the Zografou Campus, tel.: 210-72 77 853-9. Monday to Thursday 8:30-18:00 and Friday 8:30-15:00.

- English Language and Literature in the School of Philosophy Building, 9th floor at the Zografou Campus, tel.: 210-72 77 949. Monday to Thursday 9:00-18:00 and Friday 9:00-15:00.

- Political Science and Public Administration of the School of Economic and Political Science, 42-44 Aeolou St. 5th and 6th floors, Tel: 210-3245885 & 210-3689533, Monday-Thursday 9:00 -19:30 and Friday 9:00 - 16:00.

- The Reading Rooms at the Student Union building, located near the FECE at the centre of the city. In these Rooms students can read either their own material or that of the libraries. They operate on the 2nd floor and 4th floor of 15 Ippokratous St., tel: 210-36 88 24-7 as follows: 2nd floor Room: Monday - Friday 8:15 - 20:45, 4th floor Room: Monday-Friday 8:15- 20:45, Saturday 8:15-20:30 and Sunday 9:45-21:30.

THE PEER COUNSELLING CENTER

The Peer Counselling Center (with the acronym SY.KE.OM in Greek) operates since 1995. It is based on volunteer work by third- and fourth- year students as well as graduates of the FECE, under the direction and supervision of Professor M. Malikiosi-Loizos. It serves students not only from the FECE but also the University of Athens more generally. It was established in order to meet the needs of incoming students particularly in their attempt to adjust to student life, their selection of courses, planning of postgraduate studies and other future plans. It offers emotional support as well as services of information and orientation. In addition, the Centre's Counselling Services offer seminars for informing students on a variety of issues, such as building self-esteem, assertiveness training, vocational development, managing of stress and developing communication skills. Since the academic year 2007-2008 counselling is also provided by volunteer psychologists who are doctoral students. The Center is equipped with an electronic library of student guides and other leaflets providing information on educational institutions and scholarships in Greece and abroad. It is located in 35 Ippokratous Street, 6th floor. Contact: sykeom@ecd.uoa.gr. Website: www.sykeom.ecd.uoa.gr

SERVICES TO STUDENTS FROM THE UNIVERSITY OVERALL

Scholarships and Awards

Scholarships are offered to undergraduate and postgraduate students by the Endowment Department of the University of Athens. In fact, various types of funding possibilities are offered in accord with the wishes of those who have left the endowments to the University (for instance to students from a certain geographical area of Greece). For information consult the Department of Endowments (6 Christou Lada St., 6th floor, tel.: 210-3689131-4. Students can also apply for scholarships provided by the Foundation of State Scholarships (IKY in Greek). For information see <http://www.iky.gr>).

Disabled students

The Department for Students with Disabilities offers services of all sorts. These include: research on such needs in the University, moving of students between home and classes, supporting technology, textbooks, sign language services, student volunteers, psychological

counseling, etc. In each Faculty/School of the University, the Department has designated a tutor from the academic staff and a member of the administrative staff for contact. For information:

Tel: 2107275130, 2107275687, 2107275183

Fax: 2107275193

e-mail: access.uoa.gr

<http://access.uoa.gr>

MSN ID: m.emmanouil@di.uoa.gr

ooVoo ID: m.emmanouil

SMS: 6958450861

Student Union

The Student Union is located in 15 Ippokratous St. It hosts the Health Service, the Department of Meals Provision, Reading Rooms, the Music Department, the Department of Public Relations and Work Placement, the Students' Cultural Club, the Student Support Fund and the Institute of Foreign Languages.

Health Service

1st floor, tel.: 210-36 88 218

Health services are provided to all undergraduate and postgraduate students, including foreign students of all sorts. This holds for a period equivalent to the minimum number of years of study required in each Faculty (this being either four or five years in undergraduate programs and two for Master's degrees) augmented by half of these minimum years. Services are provided for medical, pharmaceutical, hospital and dental treatments as well as medical examinations of all sorts, medical visits at home, birth, physiotherapy and orthopedic equipment.

Meals Department

5th floor, tel.: 210-36 88 216

The Department provides students of low economic status with a card which offers them meals free of charge in certain restaurants and cafeterias especially of the University, in accord with Greek legislation.

Students' Reading Rooms

2nd and 4th floor, tel.: 210-36 29 028, 210-36 88 213

Students can study in the reading rooms either with their own books or the libraries.

Music Department

4th floor, tel.: 210-36 88 229

The Department offers various courses on music. It also runs a students' choir and orchestras and organizes concerts and other artistic activities.

Department of Public Relations and Work Placement

4th floor, tel.: 210-36 88 227

The Office of Public Relations organizes cultural activities. The Office of Work Placement helps students find work and housing.

Students' Cultural Club

The club runs four departments: Theatre, Dance, Film and Photography. It also organizes various cultural activities in collaboration with the Public Relations Office. It is located on the mezzanine, tel.: 210-36 88 205.

Student Support Fund

The Fund functions as an independent service of the University for the purpose of providing moral and material support, including financial aid, to students in need especially in cases of emergency. It is located on the 4th floor, tel.: 210-36 14 504, 210-36 30 069.

Institute of Foreign Languages

The Institute functions as an independent academic department of the University, offering students the chance to learn foreign languages. A notable number of languages are taught. Courses are taught in the buildings at 7 and 15 Ippokratous St. The School also organizes special seminars as well as year-long courses which prepare students for postgraduate studies in other countries and languages as well as for participatin in the European Union's Erasmus Exchange Program. It additionally offers classes for preparing special documents of the European Union's institutions as well as for training in translation. For information and registration visit the Secretariat on the 2nd floor of Ippokratous 15 or call 210-36 13 261, 210-36 88 204.

University Sports Centre

Students can participate in one or more sport activities in the University Gym Centre in the Zografou Campus (Ano Ilisia area). It opens from the 1st of October to May 30th, from 8:00 -17:00. It also offers activities outside the Sports Centre itself such as diving, sailing, golf and horse riding. For information call 210-77 07 207, 210-72 75 551-2.







Faculty of Early Childhood Education



National and Kapodistrian University of Athens
School of Education
Faculty of Early Childhood Education

