Student Guide 2019-2020

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

Student Guide 2018 - 2019

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

Academic year
2018-2019

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The Department of Early Childhood Education (DECE): an overview

THE DEPARTMENT OF EARLY CHILDHOOD EDUCATION (DECE): AN OVERVIEW

The history of the Department

Until the 1980's the education of preschool and primary school teachers took place in two-year teacher-training institutes, called Schools of Preschool Teachers and Pedagogic Academies respectively. However, in 1982 four-year higher education programmes were established with the aim of a scientifically-based training of teachers. Greece was, in fact, one of the first European countries to undertake such a reform of teacher training, moreover in parallel with an in-depth restructuring of the curriculum 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 aims: a) to cultivate the educational sciences through theoretical and applied research and teaching, b) to offer the training for a scientific or a professional teacher's career, c) to contribute to the improvement of education and its pedagogic needs, d) to contribute to the solution of pedagogic 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 Department 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 Department of Early Childhood Education (DECE). While traditionally connected with preschool education, it is now oriented to an early phase of school education, as the second year of kindergarten has become compulsory in Greece.

In the academic year 2013-14, a School of Education was established at the University of Athens, with the DECE placed alongside the related Department of Primary Education. In 2014-15 the General Assembly of the Department decided the founding of three divisions, whose official establishment is still pending a decision from the Ministry of Education:
Sciences and arts: educational practices and innovations

Sciences and arts: educational practices and innovations, Child development– Differentiated, special and inclusive pedagogy, Childhood, Education and Society.

Teaching and Research Activities

As the study of education requires the contribution of various disciplines, the academic staff of the DECE 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, the social and the physical sciences. In addition to its original and principal function of training teachers for the preschool and early school levels, the DECE has gradually expanded its teaching, research and educational intervention activities. These include programme of postgraduate studies, lifelong education for professional teachers as well as research and intervention.

Besides a first degree in Early Childhood Education, the DECE is involved, to begin with, in four postgraduate programs, three of which in collaboration with other Faculties and Universities. The oldest of these, originally entitled "Comparative Education and Human Rights", began 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 a joint degree with University College London (UCL) – Institute of Education (IOE), and b) "Special Education" organized solely by the DECE. In the academic year 2005-06 the program "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 Department of Communication and Mass Media of the University of Athens and the Department of Architecture of the University of Thessaly (with the Department of Electronics of the Higher Institute of Technology of Piraeus also involved in teaching). Finally, in 2009-10 a program in "Counseling Psychology and Counseling in Education, Health and Work Settings" began with the collaboration of the Department of Social Management of the University of Thrace, given the long-term functioning of a Counseling Center in the DECE.

In addition, the DECE has contributed to the life-long education of teachers in two ways: For one, it had been responsible for the Institute of Lifelong 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 preschool and primary school teachers with considerable experience. 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 DECE organized programs for the academic and professional development of teachers who had been trained in the two-year institutes before the establishment of university 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 DECE.

The DECE 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 a second one for the education of preschoolers in day-care centers. It also hosts the Greek Research Center of the International Association for the Evaluation of Educational Achievement (IEA). The notable number of research programs headed by the academic staff have been funded by various Greek and European Union financial sources. Finally, it continuously organizes conferences and meetings of various sorts (e.g. an annual conference on mathematics education and various meetings on intercultural education).

Since the academic year 2014-15 seven research laboratories were established with the purpose of continuing the activities of previously established research centers:

Intercultural Education and Educational Intervention
Counseling and Promotion of Psychosocial Development
Environmental Education/Education for Sustainable Development
Special Education, Inclusive Education and Disability Studies, Pedagogy
Applied Statistics and Information and Communication Technologies in Education
Social Research and Education.

OBJECTIVES

The DECE 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 the social and psychological factors which determine them. It also seeks to undermine the traditional conception of pedagogic practices as applications of regulations and teaching techniques and to highlight their often implicit theoretical foundations. It thus cultivates students' critical stance towards traditional teaching practices and the ability for innovation in their own practices. To this aim, courses synthesize the contribution of various disciplines. For instance, art education courses concern theoretical and historical aspects of music, painting and theatre and not only their use as a pedagogical tool. In the latter case, they moreover exploit knowledge from fields such as developmental psychology concerning children's learning capacities, pedagogy concerning techniques of transmitting knowledge and sociology concerning sociocultural differences among children.

DECE 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 entrance into formal schooling, including more specifically more standardized Greek (whether this is their first or 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 DECE provides foundational knowledge in various disciplines of the natural and social/human sciences which are relevant to educatio as well as in methods of scientific research. Its curriculum of courses thus additionally prepares for postgraduate studies in education but also in related fields and professional orientations such as psychology and speech therapy.

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

ADMINISTRATIVE STRUCTURE AND FUNCTION

According to legislation for Greek higher education more generally (especially the recent Law 4485/2017), the fundamental academic unit is the Department. Each Department serves a scientific discipline and provides a single degree. However, the degree can have streams or specializations. Moreover, each Department can be composed of various Divisions. Finally, faculties of related disciplines can form a School. The School of Education, to which the DECE belongs, is run by a Dean and a three-member Dean's Committee (including besides the Dean the Presidents of its two Faculties).

On the basis of Laws 4485/2017, 4009/2011, 4076/2012 and 4115/2013, each Department is governed by a President and a General Assembly. The President but also the Vice-President are elected via secret ballots for a two-year term by the members of the General Assembly.

The President has the following duties and powers: a) deciding upon the timing and agenda of the Assembly and presiding over its meeting, b) caring for the implementation of the programmeme of courses, educational activities more generally and internal regulations, c) forming committees responsible for various specific issues, d) transmitting the views of the General Assembly to the Dean, e) preparing an annual report of the Department's activities for the Dean.

The General Assembly consists of professors, the President and Vice-President, students (up to a 15% of the total members of the Assembly) and one representative from the additional three categories of teaching staff, i.e. the Special Administrative Technical Personnel, the Laboratory and Teaching Personnel, and the Special Teaching Personnel. The Assembly has the following duties: a) implementing and evaluating the programme of courses, b) appointing teachers for courses, c) approving textbooks for each course.

Academic year 2019-2020

School of Education Dean: Thomas Babalis

President of the DECE: Dimitra Makrynioti

Vice President of the DECE: Vassilis Tsafos

Head Secretary of the DECE: Anastasia Gontika

Personnel

PERSONNEL

Academic Personnel

Professors

Fotini Assimakopoulou (History)

Evgenia Flogaiti (Environmental Education)

Vassilis Gialamas (Qualitative and Quantitative Analysis of Data)

Angela Yannicopoulou (Children's Literature)

Evangelia Kourti (Social Psychology media)

Dimitra Makrynioti (Sociology)

Associate Professors

Alexandra Androussou (Teaching Methods and Development of Educational Material)

Nelli Askouni (Sociology of Education)

Evie Zambeta (Comparative Education and Education Policy)

Mary Leontsini (Gender Theories)

Antigoni Paroussi (Pedagogy of Theatrical Expression)

Vassilis Tsafos (Pedagogical Theory and Curricula Studies)

Assistant Professors

Leda Anagnostaki (Psychodynamic Approaches to Developmental Psychology)

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

Evdoxia Nteropoulou-Nterou (Special Education – Inclusive Education)

Panagiotis Pantidos (Teaching of Natural Sciences)

Kalliroi Papadopoulou (Developmental Psychology)

Panagiotis Pantidos (Teaching of Natural Sciences)

Maria Sfyroera (Teaching Approaches in Early Childhood Education)

Vasiliki Tsakona (Social and Educational Approaches to Language)

Alexandra Vassilopoulou (Sociology of Educational Practices)

Special Teaching Personnel (Ph.D. holders)

Olympia Agalianou (Theories of Music and Movement Education)

Despina Akriotou (English Language and Terminology)

Panagiota Giannouli (Drama education)

Ourania Kouvou (Visual Arts Education)

Nikolas Tsaftaridis (Music Education)

Laboratory and Teaching Personnel (Ph.D. holders)

Aimilia Fakou (Sociology of Educational Practices)

Natassa Kyriakopoulou (Cognitive Psychology)

Dionisis Manesis (Applied Statistics and Information Technologies in Education)

Kleopatra Nikolopoulou (Information and Communication Technologies in Early Childhood Education)

Iro Voulgari (Educational Technology)

Ioannis Starakis, (Teaching of Natural Sciences)

Staff from other faculties

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

Christina Misailidou (Mathematics Education), Department of Primary Education, University of Athens.

George Tsitsas (Counseling Psychology), Special Laboratory and Teaching Personnel, Charokopeio University, Athens.

Temporary lecturers (Ph.D. holders in temporary contracts)

Panagiota Gofa, (Sociology)

Petros Charavitsidis (Education)

Antonis Zagorianakos (Teaching of Maths)

Vasiliki Kantzou Ψυχογλωσσολογία (Psycholinguistics)

Vasiliki Tsami Κοινωνιογλωσσολογία (Sociolinguistics)

Primary education teachers

Experienced teachers from public education temporarily relocated to higher education in order to contribute to the practicum of students:

Stephania Vouvousira

Professors Emeritus

Kyriakos Athanasiou (Biology and Health Education)

Dimitris Chassapis (Mathematics Education)

Kostas Chryssafides (Pedagogy)

Thalia Dragona (Social Psychology)

Maria Heliou (Comparative Education)

Anna Frangoudaki (Sociology)

Demetra Katis (Psychology of Language)

Georgia Kontogiannopoulou-Polydorides (Sociology)

Eugenia Koutsouvanou (Pedagogy)

Maria Malikiosi-Loizos (Counseling Psychology)

Olga Maratos-Panopoulou (Developmental and Clinical Psychology)

Giannis Papakostas (Greek Literature)

Athina Sideri (Special Education)

Vassilis Tselfes (Physics and Science Education)

Gella Varnava-Skoura (Pedagogy)

ADMINISTRATIVE PERSONNEL

Gontika Anastasia (Head Secretary)
Francesca Bothou
Stavroula Georgopoulou
Maria Iliopoulou
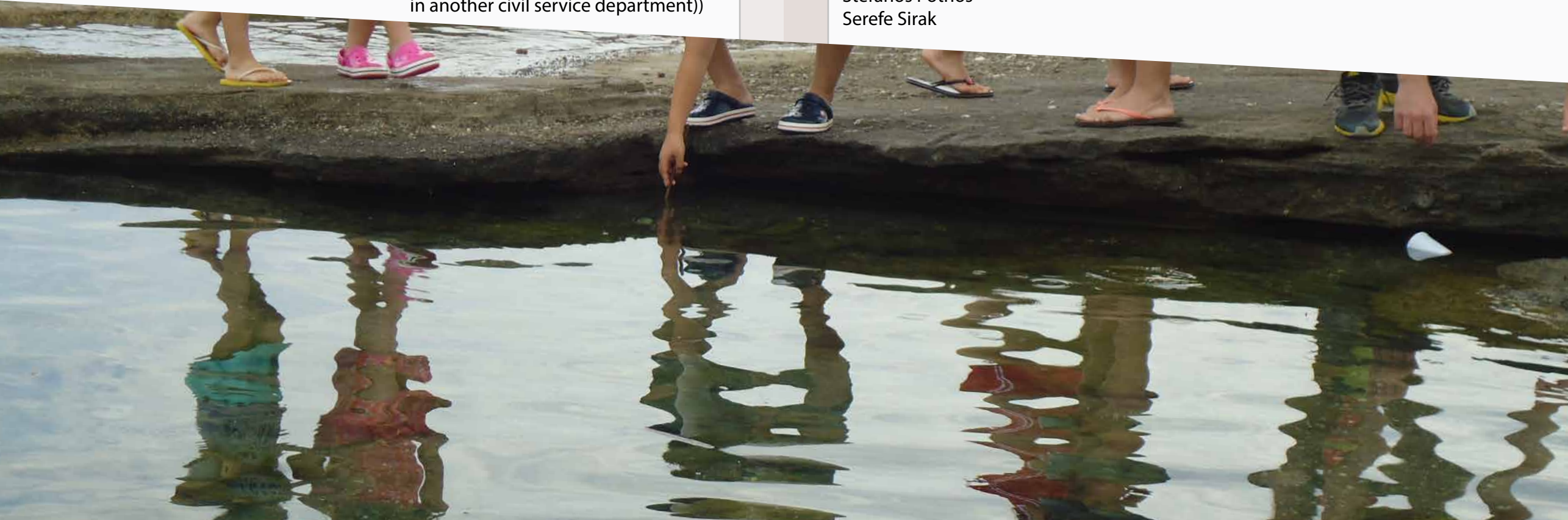Simeon Koutsouvelis
Vassiliki Kolatsou
Nasioka Vassiliki

Ioanna Nikolidaki
Helen Sotiriou
Paraskevi Tabaki (temporarily
in another civil service department))

Library of the School of Education Personnel

Christodoulou Helen

Part- time Personnel

Theofanis Ketas
Aikaterini Miha
Stefanos Pothos
Serefe Sirak

ADDRESSES AND TELEPHONES

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Other Administrating Personnel

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George Tsitsas		gtsitsas@hua.gr	

Location of buildings

The DECE is located in the center of Athens, near the historic Propylea Building of the University (hosting the Rector's Office and the Ceremonial Auditorium). Even though most schools of the University are nowadays located off-center in the Zografou Campus, the Schools of Law, Education, as well as Economic and Political Sciences remain in the city's center. More particularly, the DECE is located in four buildings. Its main site is the New Chemistry Building at 13a Navarinou St. hosting above all the secretariat and most teaching rooms, a smaller building nearby at 31 Ippokratous St. hosts mainly staff offices, the building at 5 Stadiou St. near the heart of Athens in Syntagma Square hosts mainly the postgraduate programs, finally the building at 4 Dragatsaniou St. in Klafthmonos Square hosts the library.

Location of buildings

NEW CHEMISTRY BUILDING, 13A NAVARINOU ST.

DECE is located in the centre of Athens in the following buildings:

Ground floor
Department Secretariat
MSc Secretariats
MSc Secretariat "Information and Communication Technologies for Education"
MSc Secretariat "Counseling Psychology and Counseling in Education, Health, Work"
Small Auditorium (maNX)

2nd floor:
Large Auditorium (MANX)

3rd floor: University Classrooms
Two auditoriums ΓΑ "Alexandros Delmouzos" and ΓΔ "Dimitris Glinos" as well as
the Teaching Rooms "Irine Paidoussi" and "Rosa Imvrioti".
Academic personnel and Professor Emeritus offices .
Laboratory of Environmental Education/Education for Sustainable Development
Laboratory of Pedagogy

Basement: Auditorium Y, Classrooms YAI and Y3 "Polyxeni Matey" and Laboratory of Applied Statistics and ICT in Education, Teaching RoomYA1and Auditorium Y.

5 STADIOU ST. BUILDING

7th floor:
Laboratory of Intercultural Education and Educational Intervention (Room 704),
Laboratory of Counselling and Promotion of Psychosocial Development (Room 714)
Laboratory of Special Education, Inclusive Education and Studies in Disability (Rooms 707, 709),
Laboratory of Social Research and Education (Room 708),
Academic personnel offices: Visiting Acasemic Staff Office, (Room 710)

Postgraduate programmes secretariats:
Special Education (Room 719),
Education and Human Rights (Room 719),
Counselling Psychology and Counselling in Education, Health and Work
(Room 715), Counselling Centre (Rooms 713-714)
Postgraduate Programs Reading Room: 717-718

Ground floor:
Laboratory of Visual Arts

31 IPPOKRATOUS ST. BUILDING

Academic personnel offices:
1st, 2nd, 3rd, 4th and 5th floor
Research centres:
Greek Centre of the International Association for the Evaluation of Educational Achievement and Educational Policy (IEA):

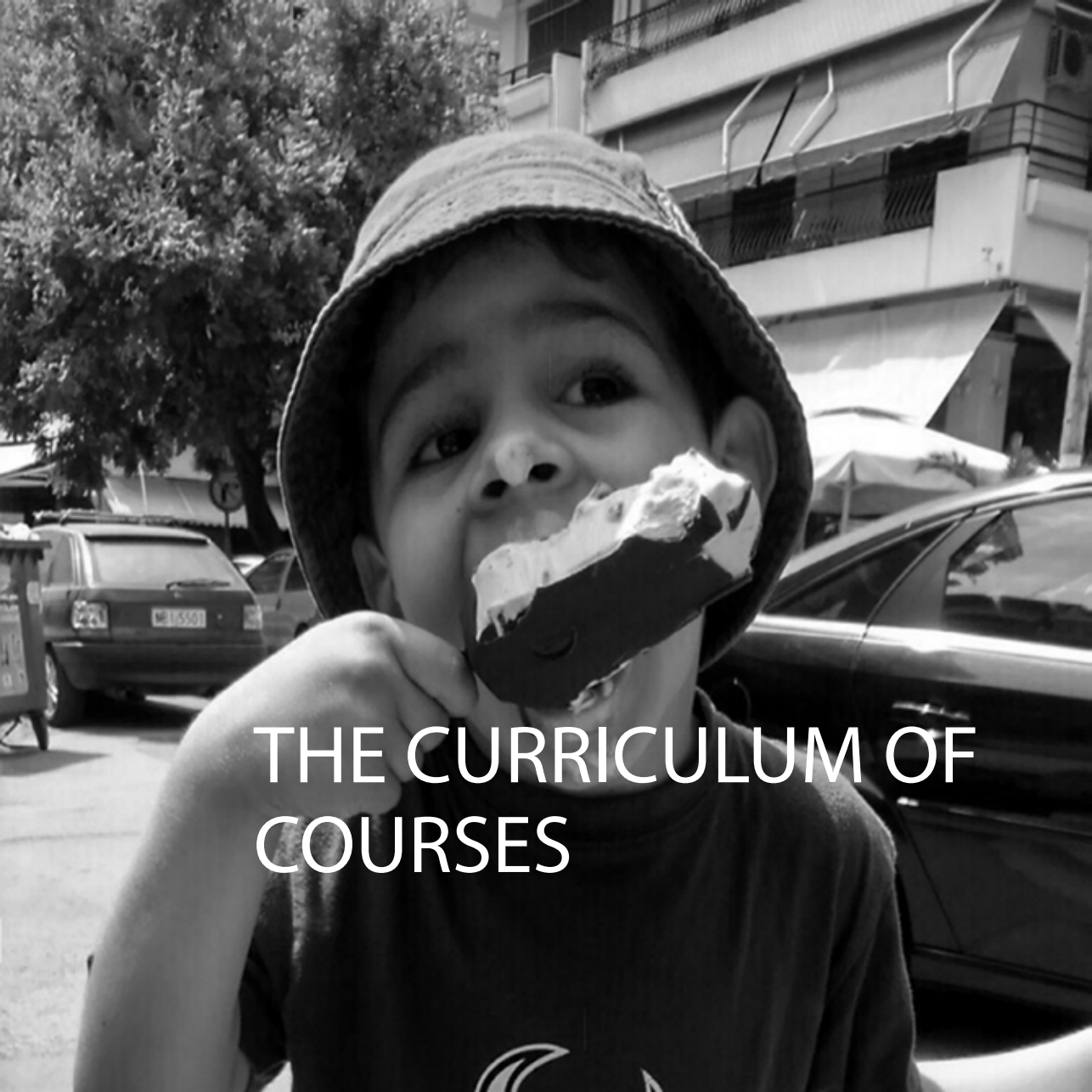## 4 DRAGATSANIOU ST. BUILDING

Library of the School of Education:
1st & 2nd floor

Academic programs

THE CURRICULUM OF COURSES

ACADEMIC PROGRAMS

UNDERGRADUATE STUDIES

The curriculum of courses was restructured in the academic year 2012-13. It aims at acquainting students with the interdisciplinary approaches to early childhood education. It consists of several units of courses, ten of which are compulsory and three optional. The compulsory units are Pedagogy; Psychology; Sociology; Research Methodology; Science Education; Art Education; Language Literature and History; Practicum in Education and Research; Foreign Language; Interdisciplinary Week-long Workshops. The optional units 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.

Students must choose a minimum number of courses from each of the compulsory units. Moreover, within each unit, the required courses are partly absolutely obligatory and partly optional. The curriculum indicates an appropriate semester for all courses. However, this indication is merely a suggestion for elective courses although obligatory for compulsory ones, as the latter are often prerequisites for other courses. Moreover, compulsory courses cannot be followed earlier than the semester indicated, while this is not disallowed for electives. Nonetheless, students need to seriously take into account the suggested semesters, because they reflect an ideal sequence of courses and also help to avoid huge enrolments in some courses.

The DECE espouses a philosophy of higher education, which offers students ample choice of courses in parallel with guidelines and compulsory courses. This allows students to design a partly personal curriculum of courses which serves their interests. It also allows the DECE a partly flexible curriculum, which allows renewal of courses for theoretical and practical reasons.

The DECE 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 into at least two groups. However, this objective has not always been realized due to a shortage of teaching staff.

Each course may have very specific requirements. More specifically, prerequisites are occasionally indicated, either as obligatory or suggested requirements on courses. In addition, a few courses are provided jointly, thus requiring enrolment in both in the same semester. Finally, some courses accept only a limited number of students, on the basis of criteria delineated by the teachers, and make attendance compulsory. These are typically seminars, laboratories and workshops.

Most courses correspond to 3 teaching credits each (TCs, traditionally figured in Greek higher education in terms of hours taught) or 5 ECTS. However, courses in the Unit of the Practicum in Teaching and Research correspond to 7 TCs or 8 ECTS. In the Foreign Language Unit some courses correspond to 2 TCs or 3,3 ECTS. The 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, a maximum number of students enrolled etc., are provided in the detailed description of units and courses of the academic year 2019-2020 which follows.

Overview
of the curriculum of courses

Academic year 2018-2019

Unit 1: Pedagogy

15 teaching credits required (TCs): 4 compulsory courses and 1 elective. Each course equivalent to 3 TCs or 5 ECTS.

101. Introduction to the educational sciences I (compulsory)
V. Tsafos 1st semester.
127. Introduction to the educational sciences II (compulsory)
V. Tsafos, 1st semester.
ATTENTION: The above courses (101 and 127) are taught in parallel and students must register and attend both.

107. Literacy and pedagogic practices in early childhood I
Ch. Cortessis-Dafermou, 7th semester. (Seminar, 40 students).
It will not be taught this academic year

109. Introduction to special education (compulsory)
E. Nteropoulou-Nterou, 4th semester.

112. Introduction to environmental education/education for sustainable development (compulsory)
E. Flogaiti, 3rd semester.

113. Alternative instructional methods in education
E. Flogaiti, 5th semester. Seminar. Prerequisite Course 112.
It will not be taught this academic year

117. Health education
K.Athanasiou 2nd semester.

118. Production and development of educational material
A. Androussou, 8th semester. (Seminar, 30 students).
It will not be taught this academic year

119. Oral and written language in disability I
E. Nteropoulou, 5th semester. Taken in parallel with Course 130.
130. Oral and written language in disability II
E. Nteropoulou-Nterou, 5th semester. Taken in parallel with Course 119.
ATTENTION: The above courses (119 and 130) are taught in parallel and students must register and attend both
It will not be taught this academic year

121. The pedagogical framework of environmental education/education for sustainable development
E. Flogaiti, 6th semester. Seminar. Prerequisite Course 112.
It will not be taught this academic year

123. Modern Teaching Approaches I: implementing basic theoretical concepts in educational practice
M. Sfyroera, 7th semester.

124. Environmental and sustainability issues
E. Flogaiti, 3rd semester.

128. Pedagogical literacy practice in early childhood
(Previous title: Literacy and Pedagogic Practices in Early Childhood II)
Ch. Cortessis-Dafermou. 8th semester. (Seminar, 40 Students)
131. Modern Teaching Approaches II: from investigating children's thought to educational practice
M. Sfyroera, 8th semester, Prerequisite Course 123.
It will not be taught this academic year

133. Critical pedagogy and educational practice
P. Charavitsidis, 3d semester.

135. The curriculum and its revision by the teacher
6th semester
Instructor: Π.Δ. 407/80

136. Pedagogic intervention in open contexts: analysis of actions taken for children of refugees and vulnerable social groups
A. Androussou, 4th semester, (Seminar, 60 students). Open only to students from the second year of studies on and with the prerequisite of Course 906.

It will not be taught this academic year

138. Critical Pedagogy II
P. Charavitsidis, 4th semester. (Laboratory 40 students)
Prerequisite: 133 Critical pedagogy and educational practice

ΔΕΝ ΜΟΥ ΑΡΕΣΟΥΝ ΤΑ ΦΑΝΤΑΣΜΑΤΑ

ΜΟΥ ΑΡΕΣΕΙ Η ΜΑΜΑ ΜΟΥ.

Unit 2: Psychology

12 TCs required: 3 compulsory courses and 1 elective. Each course equivalent to 3 TCs or 5 ECTS.

202. Child development I (compulsory)
1st semester.
A-L(Λ): R. Papadopoulou
M-Z(Ω): L. Anagnostaki

222. Child development II (compulsory)
2nd semester.
A-L(Λ): R. Papadopoulou
M-Z(Ω): L. Anagnostaki
The course is supported by Development Lab II: Cognitive and Social Development Issues taught by N. Kyriakopoulou

204. Language development (compulsory)
V. Kantzou, 4th semester.

207. Trends in social psychology
E. Kourti, 6th semester.

208. Sociological and psychological theories of the family
5th semester. (Seminar, 40 students).

It will not be taught this academic year

210. Media and childhood
E. Kourti, 3rd semester.

213. Counseling psychology
G. Tsitsas, 6th semester.

214. Counseling skills in education
G. Tsitsas, 7th semester. Seminar. Suggested prerequisite Course 213.

215. Educational psychology
L. Anagnostaki, 4th semester.

216. Theories of cognitive development
N. Kiriakopoulou, 4th semester.

220. Developmental Psychopathology and Early Relationships (previous title:
Developmental Psychopathology and Interpersonal Communication)
(Maximum number: 30 students)
L. Anagnostaki, 8th semester.

221. Group communication
E. Kourti, 7th semester.
                                        It will not be taught this academic year

223. Psychological disorders in the preschool and early school-age period
L. Anagnostaki, 5th semester.
Prerequisite Course 906.

224. Classroom psychology: effective teaching and learning
2nd semester.
                                        It will not be taught this academic year

225. Social and emotional development in early childhood
K. Papadopoulou, 8th semester, Prerequisite Courses 202 and 222.
(Maximum number: 50 students)

226. Learning and Cognitive Development in the light of Conceptual Change
N. Kyriakopoulou, 7th semester

Unit 3: Sociology

9 TCs required: 2 compulsory courses and 1 elective. Each course equivalent to 3 TCs or 5 ECTS.

301. Introduction to sociology (compulsory)
A–L(Λ): M. Leontsini, 2nd semester.
M–Z(Ω): P. Gofa ,1st semester.

303. Social parameters of the educational process
A. Vasilopoulou, 7th semester. (Seminar, 25 students)

304. Sociological approaches to childhood I
D. Makrynioti, 6th semester.

306. Introduction to the sociology of education (compulsory)
A–L: N. Askouni, 2nd semester.
M–Z: Ai. Fakou, 2nd semester.

308. Issues in the sociology of the body
D. Makrynioti, 4th semester.
                                        It will not be taught this academic year

309. Globalisation and education
E. Zambeta, 8th semester.

It will not be taught this academic year

310. Education policy II
E. Zambeta, 6th semester.

It will not be taught this academic year

311. Education policy I: educational institutions in early childhood
E. Zambeta, 3rd semester.

It will not be taught this academic year

313. Gender theories
M. Leontsini, 8th semester. Prerequisite Course 301.

314. Gender and cultural practices
P. Gofa, 3rd semester. Prerequisite Course 301

317. Sociological approaches to childhood II
D. Makrynioti, 8th semester. Prerequisite Course 304.

It will not be taught this academic year

318. Politics of life and death
D. Makrinioti, 5th semester, ((Maximum number: 60 students). Prerequisite Course 308.

319. Management of educational units
4th semester.
Instructor: Π.Δ. 407/80

320. Child and place: pedagogical and sociological approaches (Seminar, 30 students)
Ai. Fakou, 6th semester.

Unit 4: Research methodology

9 TCs required: 3 compulsory courses.

401. Research methods in the social sciences I (compulsory)
407. Research methods in the social sciences II (compulsory)
A-KA: 2nd semester A. Vassilopoulou.
KE-O: 2nd semester E. Kourti
P-Z(Ω): 2nd semester E. Flogiati.
ATTENTION: The above courses are taught in parallel and both must be attended. (Total of 6 bpm)
Students admitted in 2010-11 and above only have a mandatory '401. Research methodology in the social sciences I. Thus, those who have successfully completed this course can complete the two compulsory courses with lesson 403. Those who have not successfully attended will have to attend (and register) both 401 and 407 online courses.

403. Research methods in the human sciences: statistics (compulsory)
V. Gialamas, A-L (Λ) 3rd semesters.
D. Manessis, M-Z (Ω) 4th semesters.

Unit 5: Natural science

6 TCs required: 2 compulsory courses. Each course equivalent to 3 TCs or 5 ECTS.
502. The Natural Sciences in Education (compulsory)
A-L: 1st semester P. Pantidos
M-Z: 2nd semester P. Pantidos

5K1. Theatre applications and science education I
V. Tselfes, A. Paroussi, 5th semester.
Workshop. Taken in parallel with Course 6K1 (offering 3 TCs in Unit 5 and 3 TCs in Unit 6).

The statement must be made in both sections. Suggested prerequisites Course 502 and one course on theatre education.

504. Logico-mathematical relations and arithmetic concepts in early childhood
D. Chassapis, 3rd semester. Prerequisite Course 514.

505. Introduction to informatics
V. Gialamas, D. Manesis, 1st and 2nd semester. Students divided into two groups.

506. Information and communication technologies (ICTs) in education
I. Voulgari, 3rd semester.

508. Introduction to biological science (This course was compulsory for students who were admitted before 2014-15)
K. Athanasiou 1st semester.

509. Topics in the history and philosophy of mathematics
2nd semester.

It will not be taught this academic year

510. Spatial relations and geometrical concepts in early childhood education
4th semester. Prerequisite Course 514.

It will not be taught this academic year

511. Mathematics Teaching Materials and Activities I
Ch. Missailidou, 6th semester. Suggested prerequisite Course 504

512. Integration of ICTs in Early Childhood Education (Laboratory. Maximum per group: 25 students)
K. Nikolopoulou, 4th and 5th Semester. Students divided into two groups.
514. Fundamental concepts of mathematics (compulsory)

Ch. Missailidou, 1st semester.

516. Educational technology and the digital world: contemporary trends and perspectives
I. Voulgari, 5th semester.

517. Digital games, virtual worlds and learning: research and applications
I. Voulgari, 6th semester. (Laboratory, 30 students). It is suggested that students have attended lesson 519.

518. Teaching and learning with ICTs
K. Nikolopoulou, 8th semester. Students divided into two groups. (2 groups up to 25 people)

519. Digital Learning Objectives for Preschool: Design, Development, and Assessment
(Lab. Maximum of 50 students. Distributed into two sections in the PC Lab)
I. Voulgari, 3rd semester.

520. Designing ICT training scenarios & activities
(Seminar, 2 groups up to 25 persons)
It is recommended that students have attended lesson 512. Exploiting Information and Communication Technologies (ICT) in Preschool)
K. Nikolopoulou, 7th semester.

521. The Role of the Experiment in the Teaching of the Natural Sciences (Laboratory Maximum 20 Students)
G. Starakis, 5th semester 1 team, 6th semester 1 team.

Unit 6: Arts Education

9 TCs required: 3 compulsory courses (at least 1 from each of the three areas of music, theatre and visual arts). Each course equivalent to 3 TCs or 5 ECTS.

Music and Movement

601. Theories of music and movement education I
O. Agalianou, 1st semester.

602. Building improvised musical instruments with odd materials
N. Tsaftaridis, 2nd semester. Workshop.
                    It will not be taught this academic year

605. Construction of musical instruments for introducing musical idioms I
N. Tsaftaridis, 3rd semester.
(Workshop, 30 students). Prerequisite Course 602.
                    It will not be taught this academic year

606. Percussive musical instruments and sound generators
N. Tsaftaridis, 4th semester. Workshop. Suggested prerequisite Courses 605 and 601.
                    It will not be taught this academic year

619. Introduction to Orff Musical Kinetics
O. Agalianou, 2nd semester. Prerequisite Course 601.

620. Construction of musical instruments for introducing musical idioms II.
N. Tsaftaridis, 6th semester. Seminar. Prerequisite Course 605.
                    It will not be taught this academic year

627. Dance in Education (Seminar, 30 students).
O. Agalianou, 7th semester.

Visual Arts Education

607. Visual arts education
O. Kouvou, 5th semester.

608. Visual arts: elements and techniques
O. Kouvou, 3rd semester. (Workshop, 35 students). Suggested prerequisite: Course 610.

610. Visual arts history
O. Kouvou, 2nd semester.

618. Children's drawing: contemporary approaches
O. Kouvou, 7th semester.

Theatre Education

611. Introduction to puppet theatre
A. Paroussi, 1st semester.

614. Contemporary and traditional aspects of shadow theatre: pedagogical applications
A. Paroussi, 2nd semester.
ATTENTION: Students attend 4 hours of weekly teaching

615. Modern teaching methods exploiting drama and theatre
1st semester.
                    It will not be taught this academic year

616. Instructional and pedagogical aspects of theatre
8th semester. (Seminar, 60 students).
                    It will not be taught this academic year

6K1. Theatre applications and science education I
A. Paroussi , V. Tselfes, , 5th semester. Workshop.
Taken in parallel with Course 5K1 (offering 3 TCs in Unit 5 and 3 TCs in Unit 6). Prerequisite Courses 502 and one on theatre education.
ATTENTION: The course is offered along with 5K1. The registration must be made in both sections.

623. Theatre/Drama in education: pedagogical and social intervention
P. Giannouli, 3rd semester.
ATTENTION: Students attend 4 hours of weekly teaching

628. Theatrical programs: Invention, design, implementation
P. Giannouli, 7th semester. (Seminar, 30 students)

629. Theatrical pedagogical approaches and applications in educational contexts I.
and
630. Theatrical approaches and applications in educational context II
P. Giannouli, 4th semester.
ATTENTION: The above courses (629 and 630) are laboratory and are taught in parallel. Students must register and attend both of them.

631. Introduction to theater as education
P. Giannouli, 1st semester.

Unit 7: Language, literature and history

12 TUs required: 3 compulsory courses and 1 elective. Each course equivalent to 3 TCs or 5 ECTS.

704. Children's literature: an introduction (compulsory)
A. Yannicopoulou, 3rd and 4th semester. Students divided into two groups.

706. Teaching children's literature in early childhood education
A. Yannicopoulou, 5th semester.

707. Greek history, 19th century (compulsory)
F. Assimakopoulou, 3rd and semester.

708. History of education
F. Assimakopoulou, 4th semester. (Seminar, 30 students).
                                    It will not be taught this academic year

709. Language, society, and mind (compulsory)
2nd semester. Students divided into two groups
A-L(Λ): V. Tsakona
M-Z(Ω): V. Tsami

710. Written language, society, and mind
V. Tsami, 6th semester.

711. Greek history, 20th century
F. Assimakopoulou, 7th semester. (Seminar, 30 students).
                                    It will not be taught this academic year

714. Bilingualism and education
V. Kantzou, 4th semester.

716. Ideology in Children's Literature
A. Giannikopoulou, 7th semester

718. Children's literature: theoretical approaches
A. Yannicopoulou, 5th semester. (Seminar)

It will not be taught this academic year

719. Language and thought
D. Katis, 8th semester. Open only to 4th- year students.

720. History and illustrated books
F. Assimakopoulou, 8th semester. (Seminar, 30 students).

It will not be taught this academic year

721. Language and education
V. Tsakona, 4th semester.

722. Sociolinguistics
V. Tsakona, 3rd semester.

723. Text linguistics
V. Tsakona, 6th semester.

724. Language policy issues
V. Tsakona, 6th semester.

Unit 8: Foreign language

In order to obtain a degree, students are required to complete the following 6 Foreign Language Units: 6 Credits. The units are also covered by the anticipated recognition of foreign language qualifications that students must submit to the Department Secretariat. [Note: students with a foreign language proficiency in English (C2 level) obtain a 6 semester. without any other obligation. Students who have gained 4 sem. with the recognition of a foreign language qualification (C1 level) or good English (B2 level), they are required to successfully attend the course with code 804].

801. English language I
This course is aimed at students who have no knowledge of English and do not offer a LL.M.)
D. Akriotou, Winter semester.

802. English language II
2 TUs, 2 ECTS.
D. Akriotou, Winter semester: A-K, Spring semester Λ-Z (Ω)

803. English academic terminology and texts I
D. Akriotou, 2 TUs, 4 ECTS. Winter semester

804. English academic terminology and texts II
D. Akriotou, 2 TUs, 4 ECTS. Spring semester. Suggested prerequisite Course 803.

Unit 9: Practicum in education and research

35 TUs required: 5 compulsory courses. To obtain a degree, students are required to obtain from the Practical Exercises in Education and Research module: 35 Credits from 5 Compulsory Courses (PC).

906. Observing in the kindergarten–Analyzing and understanding the classroom framework (compulsory)
V. Tsafos, A. Androussou, Ai. Fakou, 3rd and 4th semesters.
Students divided into three groups.

901. Educational plans and pedagogic practices in kindergarten (compulsory)
5th/6th semester.
Ch. Cortessis-Dafermou, M. Sfiroera, AI. Fakou, N. Kyriakopoulou
Winter (5th) semester: 1 group Ch. Cortessis-Dafermou, 1 group M. Sfiroera & Ai. Fakou, 1 group N. Kyriakopoulou
Spring (6th) semester: 1 group Ch. Cortessis-Dafermou , 2 groups M. Sfiroera
Supervision: O. Agalianou, N. Kyriakopoulou, M. Sfiroera, Ai. Fakou, Ch. Cortessis-Dafermou

902. Planning, organizing and managing learning environments in early childhood (Compulsory)
5th/6th semester, Ch. Cortessis-Dafermou, M. Sfiroera, Ai. Fakou, N. Kyriakopoulou
Winter (5th) semester: 1 group Ch. Cortessis-Dafermou, 1 group M. Sfiroera & Ai. Fakou, 1 team N. Kyriakopoulou
Spring (6th) semester: 1 group by Ch. Cortessis-Dafermou, 2 groups by M. Smyroera
Supervision: O. Agalianou, Ch. Cortessis-Dafermou, N. Kyriakopoulou, M. Sfiroera, Ai. Fakou

Subunit: Practicum in various disciplines (compulsory)

Twelve courses offered to a limited number of students in the 8th semester: selection of one is compulsory.

93A. Migrants, minorities and education: identities and social hierarchies
A. Androussou, N. Askouni, 8th semester. 4 hours a week.

93B. Music and movement education in early childhood: applications
O. Agalianou, 8th semester. Prerequisite Course 601.

93Γ. Inclusive education practices
E. Nteropoulou-Nterou, 8th semester.

93Δ. Picturebooks in early childhood education
A. Yannicopoulou, 8th semester.

93Z. Practice in environmental education/education for sustainable development (Theory and practice)
E. Flogaiti (collaborating with E. Naoum), 8th semester. Seminar. Prerequisite courses 112. 4 hours a week.
                    It will not be taught this academic year

93H. Teaching drawing at preschool
O. Kouvou, 8th semester (40 students). Prerequisite Course 618. 4 hours a week.

93Θ. Children and play in the kindergarten
K. Papadopoulou, 8th semester.

93I. Puppet theatre and improvisations: practical training
A. Paroussi, 8th semester. 4 hours a week.

It will not be taught this academic year

93K. Science education
P. Pantidos, G. Starakis, 8th semester.
ATTENTION: Students attend 4 hours of weekly teaching (2 hours). The course is offered in 2 sections.

93Λ. Manipulatives and activities for introducing mathematics in early childhood II
A. Zagorianakos 8th semester.

93M. Theory and practice of evaluation: alternative forms in education
V. Tsafos, 8th semester.

It will not be taught this academic year

93N. Information and communication technologies in education and pedagogic practice: theoretical and pedagogic approaches
I. Voulgari, 8th semester. Prerequisite: either 519 or 506.

93Ξ. Theatrical teaching practices in kindergarten.
P. Giannouli, 8th semester. 4 hours a week.

93O. Museum and School: Museum Education Practices
B.Tsafos, 8th semester. (DM: 7, PM: 8)

Subunit: Practicum in research methods (compulsory)

Eleven courses offered to a limited number of students in the 7th or 8th semester: selection of one is compulsory. Prerequisites for all are Courses 401 and 407.

94A. Quantitative Methodology in Educational Research and writing of relevant scientific papers (Research methods in the human sciences: data analysis through statistical software)
D. Manesis, 7th semester.

94Γ. Audiovisual communication
E. Kourti, 7th semester.

94Δ. Educational practices and social inequalities: the family-school relationship
N. Askouni, 7th semester. 4 hours a week.

94E. Classroom discourse analysis
A. Vasilopoulou, 7th semester. 4 hours a week.

94Z. Families of children with disabilities: Investigating issues of home-school collaboration
E. Nteropoulou-Nterou, 7th semester.

It will not be taught this academic year

94H. Topics in children's social development
7th semester.

It will not be taught this academic year

94Θ. Natural science concepts II
G.Starakis, 8th semester. 4 hours a week.

94I. Methodological issues in historical science
F. Assimakopoulou, 7th semester.

94K. Action research in education
V. Tsafos, 7th semester.

94Λ. Issues in educational policy: methods of analysing educational institutions
E. Zambeta, 7th semester. 4 hours a week.

> It will not be taught this academic year

94M. Education for creativity and development in contemporary Greek society.
7th semester.

> It will not be taught this academic year

94N. The sex of professions and employment
M. Leontsini, 7th semester. 4 hours a week.

94Ξ. Semantics of the Teaching of the Natural Sciences
P. Pantidos, 7th semester. 4 hours a week.

94O. Early childhood literacy: exploring children's ideas
Ch. Cortessis-Dafermou, 7th semester.

Unit 10: Interdisciplinary week-long workshops

3 TCs required or 1 course compulsory in the 3rd year of studies. Each course equivalent to 3 TCs or 5 ECTS.

ΘE1. Intercultural education
A. Androussou, 6th semester.

ΘE 2. Gender, body, otherness
M. Leontsini, 6th semester.

ΘE4. Children and play
K. Papadopoulou, 6th semester.

ΘE6. Social inequalities and education
N. Askouni, 6th semester.

ΘE7. Differentiated pedagogy
M. Sfyroera, 5th semester.

ΘE8. The family
Th. Dragona, 5th semester. Prerequisite: Course 208.

> It will not be taught this academic year

ΘE10. Childhood and social control
D. Makrinioti, 6th semester.

> It will not be taught this academic year

ΘE11. Speaking about issues of democracy in school
D. Makrinioti, 6th semester.

ΘE12. Knowledge, learning and music practices
N. Tsaftaridis, 6th semester.

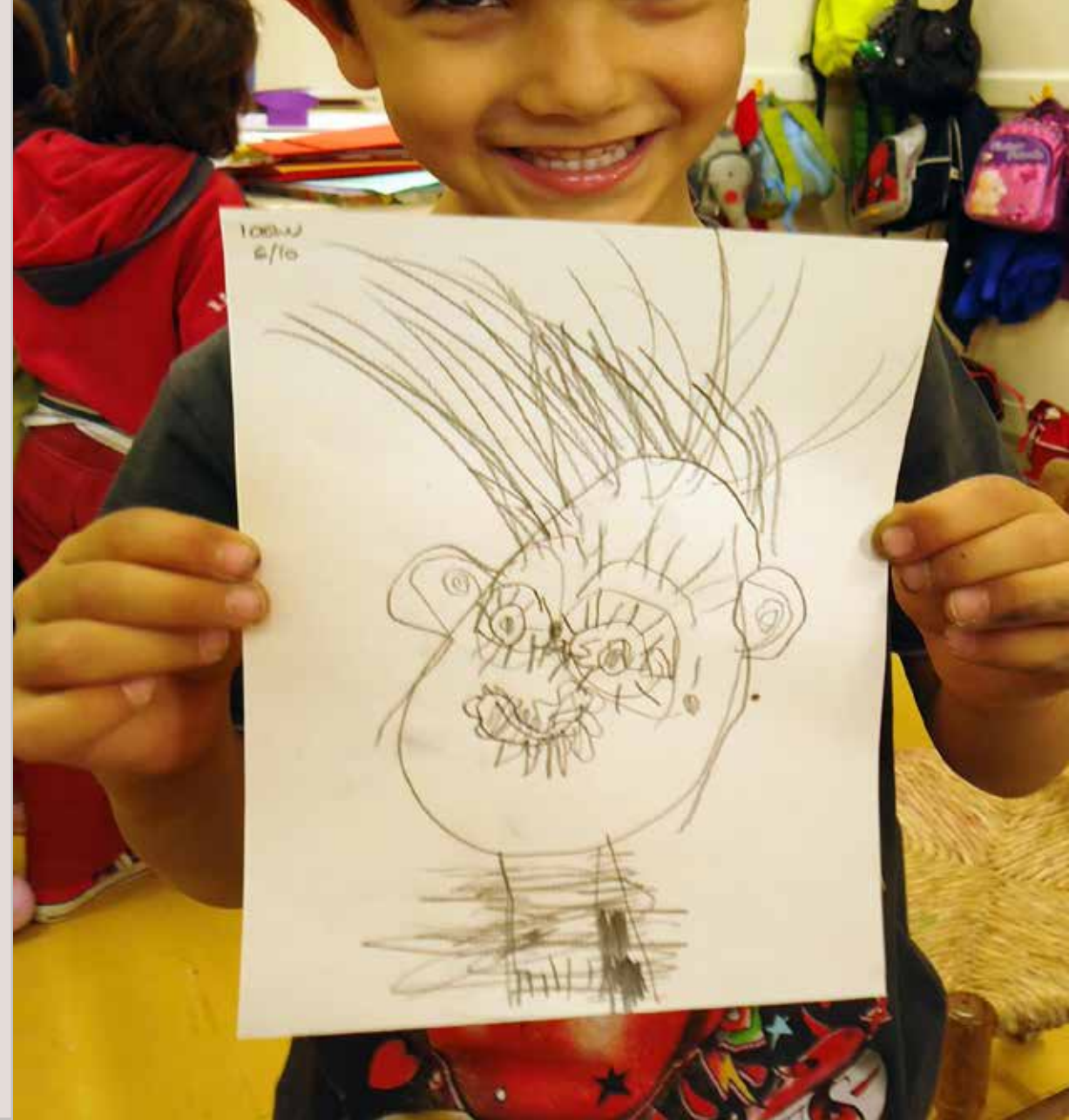It will not be taught this academic year

ΘE13. Cinema and the child
E. Kourti., F. Assimakopoulou, 5th semester.

ΘE15. Modern trends in Greek puppet theater. An informal form of education?
A. Paroussi, 5th semester.

Unit 11: Dissertation

An option in the 4th year of studies, for students who have completed courses equivalent to a total of 100 TCs or 170 ECTS. Equivalent to 12 TCs or 20 ECTS.

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

One course allowed, equivalent to 3 TCs or 5 ECTS.

Unit 13: A second foreign language

Recognition of relevant certificates of proficiency is equated with 3 TCs or 5 ECTS.

For students who entered in 2011-12 and beyond
Total credits for the degree: 161 (ECTS 250)
Required 116 (ECTS 175)
Freelance: 45 (ECTS 75)

For students who entered 2010-11 and older
Total credits for the degree: 161 (ECTS 250)
Required 113 (ECTS 170)
Freelance: 48 (ECTS 80)

Detailed description of courses and unit

Unit 1: Pedagogy

The unit requires 15 TCs or five courses. Four of these courses are compulsory and serve as introductions to the educational sciences, more particularly pedagogic theories and practices, but also to special and environmental education. Overall, the courses of the unit present basic concepts in the study of the pedagogic relationship and educational institutions. They envisage the sciences of education as different approaches to educational phenomena, focusing not only upon their contemporary trends but also 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. Courses on learning processes explore issues such as theories of cognitive development, individual differences in learning, modes of evaluating it as well as its relationship to teaching. Special education courses cover issues concerning children with special needs. Other courses touch upon theoretical and methodological aspects of environmental education, a truly interdisciplinary approach with innovative perspectives on teaching and learning. Courses and their education. A seminar focuses on the educational material, more specifically upon the theoretical underpinnings of their production and choice. Finally, courses on health education strive towards familiarizing children with such critical issues.

101. Introduction to the educational sciences I (Compulsory)

V. Tsafos

An overview of educational sciences: their research traditions, content, objectives and multidisciplinary nature. The course focuses upon the historical and epistemological transition from Pedagogy to the Educational Sciences, the development of educational sciences in Greece and abroad as well as theoretical and methodological underpinnings of research. It also exploits educational events and situations in order to identify their determinants and show how they can be described and interpreted through the perspectives of the various educational sciences. Finally, it focuses on relevant research and seminal texts which reveal the contribution of the educational sciences 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)

V. Tsafos

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

107. Literacy and pedagogic practices in early childhood I

Ch. Cortessis-Dafermou

Literacy is approached as a social and cultural phenomenon, related in post-industrial societies to multiple means of producing messages through various systems of representation. Literacy practices are analysed 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 scale research projects on children's paths towards mastery of written language.

109. Introduction to special education (compulsory)

E. Nteropoulou–Nterou

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, focusing upon the legislative framework for persons

with disabilities since 1981. It describes the structure and function of the contemporary special school and examines issues concerning its curriculum and the role of the special educator. Finally, various interpretative approaches to disability are presented in an effort to understand the relevant concept.

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

E. Flogaiti

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 examines basic concepts of EE/ESD such as environment, nature, ecology, environmental issue, economic development, and sustainability. It also focuses upon issues such as the ideological aspects of environmentalism and EE/ESD as well as the goals, principles and characteristics of this field including the evolution of EE towards ESD.

113. Alternative instructional methods in education

E. Flogaiti

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

117. Health Education

K. Athanasiou

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 stabilize, but also because the roots of widespread diseases worldwide can be traced early in life. The course stands upon contemporary social needs, like prevention of disease and relevant information, as well as recommendations of international organizations. It introduces general concepts of health education but also more specific issues regarding diet, tooth care, prevention of cancer, cardiovascular and genetic diseases, sex education and environmental effects upon health (including smoke, lead, asbestos, and radiation). Finally, the course focuses on teaching methods on sex education and nutrition.

118. Production and development of educational material (Seminar)

A. Androussou

The seminar acquaints students with the knowledge for evaluating and creating educational materials in ways that are appropriate to the socio-cultural context but also preschool and early school children's experience. More specifically, it introduces the theoretical underpinnings of the production of educational material, in presenting and critically evaluating 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.

119. Oral and written language in disability I

E. Nteropoulou–Nterou

The course examines the development of oral and written language in early childhood disability, focusing upon speech and language disorders in preschoolers with deafness, blindness, physical and learning disabilities. It explores issues of diagnosis, etiology as well as 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 aims of speech therapy in order to enhance the collaboration of teachers with speech therapists.

130. Oral and written language in disability II

E. Nteropoulou–Nterou

The course focuses upon educational intervention in children with disabilities at 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.

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

E. Flogaiti

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 Teaching Approaches I: implementing basic theoretical concepts in educational practice

M. Sfyroera

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

124. Environmental and sustainability issues

E. Flogaiti

An in-depth exploration of concepts and dimensions of the environment and sustainable development in 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 thus to 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 at students' better understanding of current environmental challenges but also of the mechanisms of change and resistance created by the interaction of man with nature.

128. Pedagogical literacy practices in early childhood

Ch. Cortessis-Dafermou

The purpose of the course is to provide students with the opportunity to develop pedagogical approaches and teaching practices based on contemporary scientific theories about promoting literacy in the school context. To this direction, they are encouraged to study and deepen into the available literature on pedagogical approaches promoting literacy in different early childhood educational environments and, by exploiting it, to re-study and discuss, reform or even overturn educational plans materialized in the context of their 3rd year practicum, focusing on the perspective of promoting literacy to children.

Students' new planning, which focuses on the use of storybooks, is tried in three-hour daily sessions of pedagogical interventions during five working days, seeking to stimulate reflections and to encourage all children's participation, as well as to explore ideas hold and / or knowledge gained in relation to writing and literacy. Interventions will be recorded by keeping diary notes following a 'critical events' point of view and by audio-recording. The data gathered will be used for coursework carried out by individuals or/and groups of students who will present their work to the students' assembly, arguing for their choices and highlighting their own and children's understandings. The course is addressed to 4th year students and is seminar-based. Systematic participation, carrying out coursework and public presentation are the components on which assessment is based. Up to 40 students are being accepted in the course.

131. Modern Teaching Approaches II: from investigating children's thought to educational practice

M. Sfyroera

An in-depth exploration of concepts discussed in the prerequisite Course 123. This is achieved through students' involvement in field research projects, in which they exploit above all the method of a critical clinical interview. Student assessment is based upon a written paper based on the research project, which is undertaken in close collaboration with the teacher throughout the semester.

133. Critical pedagogy and educational practice

P. Charavitsidis

An introduction to the critical pedagogy movement and its impact on the objectives and development of the educational process. Seminal texts by key representatives of this movement, like those of Freire, Apple, McLaren, Giroux, and Aronowitz, are studied, in order to explore implications for the variety of parameters defining the educational act in particular circumstances. 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.

135. The curriculum and its revision by the teacher

The course examines curricula as institutional texts and relates them to the personal theory of teachers as well as to the educational context. It is composed of two parts: The first part presents and discusses basic theories of curriculum, epistemological frameworks behind curriculum development models (product – practice – praxis), also the teacher's intervention in planning, developing and evaluating curricula (i.e. the difference between open and closed curricula). In the second part existent curricula are approached critically via voluntary group research projects in kindergartens regarding the development and restructuring of curricula at this educational level. Student assessment is based on examinations and/or projects carried out and presented during the semester or the final project presented orally at the end of the term.

136. Pedagogic intervention in open contexts: analysis of actions taken for children of refugees and vulnerable social groups. (Seminar)

A. Androussou

The course prepares students for educational activities in the open context of informal education. Many educational interventions have taken place in the past years in informal education in Greece and abroad. Emphasis is placed upon interventions at preschool- and school-age levels for children of refugees and socially vulnerable social groups. The course is composed of two parts: a) A presentation of basic theories of informal education as well as of radical pedagogical practices (e.g. Freire's pedagogy). b) A critical approach to educational interventions in Greece for children of refugees and socially vulnerable groups. Student assessment is based on exams and/or projects presented during the term.

138. Critical Pedagogy II

P. Charavitsidis

The purpose of the course is to enable the participants to get acquainted with educational practices based on the theory of critical pedagogy. The course will engage students in experiential workshops in order to be able to critique the educational practice and develop educational design skills based on the principles of Critical Pedagogy Theory. In order to participate in the course, it is a prerequisite to have attended the Critical Pedagogy and Education course.

Unit 2: Psychology

This unit requires 12 TC or four courses. Three of these courses are compulsory: two on child development in the first year and one on language development in the second year of studies. The unit introduces the theories and methods of psychology for studying human behavior, thought and emotion. It offers an overview of subdisciplines such as developmental, clinical, social, educational and counseling psychology. It covers topics such as development, perception, emotion, motivation, personality, social adaptation, behavioral difficulties, thinking, social parameters of behavior and thought, group behavior, 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, L. Anagnostaki

An introduction to the psychological study of child development. The course covers basic issues concerning developmental psychology including the research methods it adopts. It is composed of three parts: a) History, key issues and theoretical questions of developmental psychology, b) Theories of development, c) Issues of research methodology.

204. Language development (compulsory)

V.Kantzou

Introduction to 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 competence: more specifically, how the child acquires the

phonology, grammar (morphology and syntax) and semantics (mainly the lexicon) of his/her language. c) The development of communicative competence: how the child learns to use the vocabulary and grammar of his/her language in various communicative contexts and for various purposes. Special attention is paid to the construction of continuous discourse, mainly narratives. d) Linguistic/communicative competence and issues of education: what have children already acquired when they enter school and what needs to be cultivated in the educational process.

207. Trends in social psychology

E. Kourti

This course acquaints students with the main research orientations and fields of application of social psychology, defined as the "science of ideological phenomena and phenomena of communication" by Moscovici. It exploits not only lectures but also experiential exercises and films. It covers topics relevant to social psychology and its role in the wider context of the social sciences, also the epistemological and methodological approaches of this discipline and the different levels of psycho-sociological analysis it adopts (interindividual, interpersonal, intergroup and ideological). Particular attention is paid to phenomena of social influence (compliance, obedience, and dissemination processes of innovation by 'active' minorities) as well as to theories regarding the effects of traditional and new media on society.

208. Sociological and psychological theories of the family

The course examines the concept of the family, the ideological stereotype of the "family", the transformation of the traditional family to new, multiple forms emerging 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 placed on the Greek family and its transformations across time. The entire course aims at bridging the social with the psychological.

210. Media and childhood

E. Kourti

Introduction to the theories and principles of research on the role played by 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 touches upon the following topics: the history of research on media and children; characteristics of children's contemporary media culture; cognitive, emotional, social and political dimensions of children's relationship to the media; economics and the structure of the industry on children's media; representation of children in media; 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.

213. Counseling psychology

G. Tsitsas

Introduction to the applied discipline of counseling psychology: its theories, principles and methods. Issues addressed include more particularly the philosophy, nature and objectives of counseling psychology as well as the process of counseling itself. Counseling psychology aims at promoting optimal functioning for a better quality of life. It achieves 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. Counseling skills in education

G. Tsitsas

Introduction to the role of counseling psychology in education. The counseling process is approached as a means of aiding students to effectively apply communication and counseling skills. The seminar explores: a) the core principles of interpersonal counseling

communication, b) effective ways of counseling, c) the structure and developmental stages of the counseling relationship, and d) the monitoring, analysis, and evaluation of applying counseling skills. Students practice communication and listening skills via experiential exercises.

215. Psychology of education

L. Anagnostaki

The course focuses mainly on the emotional mechanisms of learning, teaching and motivation. She deals with the application of the theoretical principles and techniques of psychology to the work of educators to promote the cognitive and emotional development of students. They present and analyze: (a) the meaning and content of educational psychology, (b) individual differences in learning development and achievement, (c) classroom group dynamics, (d) teacher-student relationships at individual and group level; (e) the school as a body of socialization; and (f) problems at school and their treatment.

216. Theories of cognitive development

N. Kiriakopoulou

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

220. Developmental psychopathology and interpersonal communication

L. Anagnostaki

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 through 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. Students submit a written assignment.

221. Group communication

E. Kourti

Introduction to socio-psychological research and the theory of 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.

222. Child development II (compulsory)

K. Papadopoulou, L. Anagnostaki

The course examines psychological development from the prenatal period to infancy, toddlerhood and childhood. More specifically, it stands upon a) the different periods of human development, b) the prenatal and newborn phase, c) cognitive, emotional and social aspects of development in infants, toddlers, preschool- and school-age children.

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

L. Anagnostaki

The course serves as an introduction to 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 managing children with psychological disorders during the preschool and early school years. It focuses on the following childhood disorders: mental retardation, autism, learning difficulties, attention-deficit/hyperactivity disorder, eating disorders, neuroses, and psychoses.

224. Classroom psychology: effective teaching and learning

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 philosophy of charismatic educators. In addition, emphasis is placed upon enhancing a positive interaction of teachers with parents - a major factor for effective teaching and learning. Lectures and workshops address topics such as behavior problems, management of conflict, diversity issues, school-family cooperation, etc.

225. Social and emotional development in early childhood

K. Papadopoulou

Social and emotional aspects of development in infancy and early childhood are utterly important for psychological development overall, learning processes and achievements in various sectors. The course stands more particularly upon a) the social and emotional abilities that develop during the first years of life, how they develop and manifest themselves in everyday behavior and how they relate to development overall, b) the factors determining the development of such abilities, c) the key role of children's relationships with important adults in their environment as well as with other children in the family, nursery schools, and kindergartens, d) teachers' role in supporting social and emotional development.

226. Learning and Cognitive Development from the Conceptual Change point of view

N. Kyriakopoulou

The problem of conceptual change constitutes a fundamental question in cognitive psychology with a significant impact on learning and education. In order to understand the advanced, scientific concepts of various disciplines children must undergo profound conceptual change. They need to be able to restructure their prior knowledge which is based on everyday experience and lay culture, a restructuring that is known as conceptual change. The course will explore the cognitive mechanisms involved in the process of knowledge restructuring and present the various theoretical positions for the interpretation

of conceptual change. Paradigms of conceptual change in the domains of Mathematics, Physics, Biology, Observational Astronomy, and Religion will be studied. Finally, we will discuss the kinds of educational interventions that facilitate the process of conceptual change and the development of children's scientific thinking.

Unit 3: Sociology

The unit requires 9 TCs or three courses. Two of these courses are absolutely 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 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 with contemporary approaches to various problems. They also explore relations among various disciplines of the social sciences and their connection to education and pedagogy more generally. They focus more particularly upon the following: education from a sociological, historical and comparative perspective; educational reality in its 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, and socialisation.

301. Introduction to sociology (compulsory)

M. Leontsini, P.Gofa

An overview of major sociological theories such as functionalism, conflict theory and symbolic interactionism. Focus on theoretical approaches to social change, culture, socialization, social stratification, poverty, social exclusion, social movements, social control, deviance, ethnicity, social class, gender and sexuality. Particular attention is paid to the concept of the "sociological imagination" in the context of a 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. Vasilopoulou

The course examines the various approaches undertaken by 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. On the basis of a key text, Paul Willis's classic ethnography of schooling Learning to Labour, it delves into factors affecting educational experience and pedagogic practices such as social class, gender, race and ethnicity, as well as into issues of cultural production in student subcultures.

304. Sociological approaches to childhood I

D. Makrynioti

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 and simultaneously constantly changing structural elements of society. It thus undermines the homogeneity of childhood, highlighting differences of social class, ethnicity, race, gender etc. and the key concept of multiple childhoods. It 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).

306. Introduction to the sociology of education (compulsory)

N. Askouni, Ai. Fakou

The course is supported by the Laboratory "Social Inequalities in Education: Texts", taught by Ai. Fakou.

The course focuses upon social inequality in education and the emergence of the sociology of education as the discipline 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 worldwide; the development of the concept of "equality" vis-à-vis compulsory schooling. 2) How the sociology of education emerged as a discipline precisely when school achievement 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. Issues in the sociology of the body

D. Makrynioti

The course examines the complex and rapidly changing social, political and ideological connotations that the body as a biological entity acquires in postmodern 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 purely biological facts, b) the impact of new biotechnologies 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 biosciences 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

This course examines the construction of social rights in the context of European institutions, including the recognition of education as a fundamental such right. It focuses on 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.

310. Education policy II

E. Zambeta

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 systematization 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.

311. Education policy I: educational institutions in early childhood

E. Zambeta

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 on 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 professionalization 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.

313. Gender theories

M. Leontsini

The course presents the major theoretical approaches to gender as a social construction above all in sociology and anthropology. It mainly aims above all at showing how gender is constructed and 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 change.

314. Gender and cultural practices

P. Gofa

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

317. Sociological approaches to childhood II

D. Makrynioti

Building upon the theoretical foundations laid out by the prerequisite Course "Sociological approaches of childhood I", this course delves more deeply into 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 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).

318. Politics of life and death

D. Makrinioti

Taking as a premise that life and death are not only biological facts, the course examines their social and political dimensions. It is argued that the mortal nature of humans is at the heart of various forms of politics in regard to life, its preservation and extension but also its distinction when it is deemed threatening and perilous. Within such an approach, the course will stand upon processes of aging and human decay, illness and trauma, genocide, the Holocaust and "disappearances" as a form of politically managing the lives of "undesirable others". Social class, gender, ethnicity, religion and political orientation are shown to be key axes upon which Discourses are constructed with the aim of legalizing the distinction between lives worth living or not so and deaths deserving mourning or not.

319. Management of Educational Units

The course analyzes the management structure of the Greek educational system. More particularly, it focuses upon educational units as organizations and analyses the distinctive features of management of an educational organization. The following themes are examined: the historical background of public management in Greece; the concept of organization in scientific management; the basic functions of management (planning, organizing, coordinating, controlling); the significance of planning, accountability and evaluation of public organizations; educational units as organizations; the management structure of the Greek educational system; the management and development of human resources in educational units; the role of leadership in managing human resources; basic principles of democratic governance and efficient management of educational units; Change and innovation at the level of the school unit: challenges and management of conflict.

320. Child and place: pedagogical and sociological approaches

Ai. Fakou

The course examines space as the social, economic and cultural context where children's everyday practices are inscribed. In this sense it focuses on the everyday spatial experiences of children and the ways their relationship with space is articulated. It presents major theoretical approaches and researches mainly in the fields of children's geographies and childhood studies that emphasize on the importance of space and place on the construction of children's identities. It also aims at analyzing connections between sociological perceptions and modern pedagogical approaches on children as actors on their own right and the attempt to explore childrens' own practices, perceptions and conceptualizations regarding their everyday spaces.

Unit 4: Research Methodology

The unit requires 9 TCs. Three 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 prerequisites 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 in writing scientific research papers.

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

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

E. Flogaiti, E. Kourti, A. Vasilopoulou

An introduction to a wide spectrum of research methods employed in the social sciences especially in the study of education. It covers briefly the theory of science on which social science research methods are based and deals with issues pertaining to research design, ethical constraints, reliability and validity, various research approaches and data collection strategies. The course covers both quantitative and qualitative methods and takes a critical perspective on their advantages and disadvantages. 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, D. Manessis

An introduction to statistics via lectures and a computer laboratory. 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 laboratory work, students practice on the use of statistical software for the analysis of research data via methods taught in the theoretical part of the course. Students are assessed on the basis of two examinations: one regarding testing of research hypotheses through statistical software and another regarding theoretical issues and problem solving with paper and pencil.

409. Basic principles and applications of discourse analysis

A. Vassilopoulou

An introduction to the theoretical foundations and methodologies of different approaches to discourse analysis, more particularly conversation analysis, membership categorization analysis and critical discourse analysis. The course discusses theoretical issues regarding the performative aspects of discourse, ethnomethodology, E. Goffman's "interaction order" and M. Foucault's influence upon discourse analysis. It focuses on empirical examples and applications of research findings on the gendered dimension of oral and written discourse, child language and discourse in different instructional settings, political discourse and humor etc. The course serves as a suggested prerequisite to Course 94E.

Unit 5: Natural science

The unit requires 6 TCs or two compulsory courses. The courses introduce the basic principles, theories and concepts of biology, physics and mathematics, they trace the development of these 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.

502. Science in early childhood education (compulsory)

P. Pantidos

The course is designed to cover major topics in early childhood science education. Specific focus on the construction of school science, science curricula, young children's thinking with emphasis on their mental representations and learning obstacles about science concepts and natural phenomena, such as thermal conductivity, evaporation, melting, friction, mechanical equilibrium, sinking and floating. It also addresses theoretical perspectives of teaching and learning science and their impact on designing learning activities. The evaluation is formative as well as summative based on group and individual assignments and final exam.

5K1. Theatre applications and science education I

V. Tselfes, A. Paroussi

Puppet theatre is a multimodal artistic activity, as it involves language, motion, images, music and stage production. Such theatrical activities can be employed to a significant extent for teaching scientific concepts and practices concerning nature (such as the nature and use of light, construction of images and interpretation of relative phenomena). They can also serve as scientific laboratory practices because 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 the operator (who intervenes and "materializes" them) and vice versa. The course explores different ways of puppetry expression but also opportunities for teaching scientific approaches to 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. Student assessment depends upon the presentation of projects in class.

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

D. Chassapis

Fundamental logical and mathematical relationships. Key features of rational thought. Features, structure 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).

505. Introduction to informatics

V. Gialamas, D. Manesis

An introduction to informatics on the basis of lectures as well as laboratory work. It presents the following types of software: the Windows operating system, the word processing program "Microsoft Word", the spreadsheet program "Microsoft Excel", the presentation program "PowerPoint" and basic internet applications (Internet Explorer and email). In laboratory work, students practice using these software programs. They also prepare individual projects involving searching and processing of data through one or more of the software applications, ultimately presenting their results and conclusions in a PowerPoint 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. Information and communication technologies (ICTs) in education

I. Voulgari

ICTs constitute a set of valuable tools for supporting teaching and learning. More particularly, they may support processes such as student motivation, the managing of information, creativity, experimentation, and communication. ICTs play a central role in modern societies. With existing or emerging technologies being continuously refined or introduced, schools need to prepare students for effectively using and implementing ICTs. This course adopts an interdisciplinary approach to the subject of ICTs in Education, through lectures and laboratory work which focus upon the role of the computer as a tool for teaching and learning. Students become aware of the range of the relevant technologies, practices, learning theories, pedagogies, and academic research. The course aims at helping students to effectively integrate ICTs in the educational process as well as to design and optimise strategies for supporting ICT-enhanced teaching and learning. It addresses issues such as learning theories, ICT-based teaching models (e.g. sociocultural theories, constructivist approaches, behaviourist theories), implementation of ICTs at a school setting, the internet and education (e.g. applications, tools, use), educational software, design of educational scenarios, student requirements, assessment, review of relevant academic literature.

508. Introduction to biological sciences I

K. Athanasiou

An introduction to the life sciences tailored to the needs of 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 unfamiliar with biology but encounters biological concepts in courses on the Environmental Sciences and Ecology, Health Education, Special Education, Psychology, etc. It also provides basic knowledge on topics typically taught in early school education, such as the classification of animals and plants. Finally, it acquaints students with issues and concepts seemingly useful for understanding topics of Cognitive Psychology such as individual differences in intellectual abilities where basic knowledge of cell genetics, heredity, and the nervous system seem necessary.

509. Topics in the history and philosophy of mathematics

An outline of the historical development of the following fundamental mathematical concepts and an introduction to the crucial philosophical questions raised throughout the history of mathematics: 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

An introduction to concepts of space and spatial relationships. More particular topics covered 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 basic geometric concepts and more generally of spatial and geometric thinking; visual thinking and its main features.

511. Manipulatives and activities for mathematics education I

Ch. Misailidou

The course introduces the approaching of 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.

512. Integration of ICTs in Early Childhood Education

K. Nikolopoulou

According to the curriculum for Information and Communication Technologies (ICTs) in Early Childhood Education, children come in contact, familiarize themselves and understand basic functions of ICTs in the context of day-to-day school activities with the support of their teacher. The course familiarizes students with theoretical and practical issues regarding ICTs' integration and use in kindergarten. It addresses the following topics: Educational functions of the computer; Pros and cons of computer use by young children; Essential prerequisites for supporting and enhancing children's learning through ICTs integration; ICTs in the Greek kindergarten curriculum; Children's play and computers; Issues related to early school educational software; Pre-service and in-service early childhood teachers' training in ICTs; Research on the use of ICTs by children in early school environments (regarding cognitive and socio-emotional development, fine motor skills, gender, special education and teachers'/ adults support-guidance); Research results regarding children use's ICTs at home as well as issues of child protection. The course workshop focuses on pedagogic aspects of using and integrating ICTs in early school education (via designing and presenting educational scenarios) as well as the evaluation of early school educational software via assessment questionnaires.

514. Fundamental concepts of mathematics (compulsory)

Ch. Misailidou

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.

516. Educational technology and the digital world: contemporary trends and perspectives

I. Voulgari

The course focuses on current trends in Educational Technology and the Digital World (applications, tools, affordances) as resources that may support teaching, learning and educational practices more generally. It aims to increase students' awareness of the range of contemporary issues and trends in the area of Educational Technology. It also acquaints students with knowledge and skills relevant to the applications, the tools and services providing by the Digital World for supporting educational practices but also academic and professional work. Issues addressed include the web and relevant applications in teaching and learning, web services in educational and academic practices, Web 2.0 tools and technologies, networked collaborative learning environments, e-learning, mobile learning, virtual reality and virtual worlds, assessment and pedagogic implementation of a range of web services and ICTs tools.

517. Digital games, virtual worlds and learning: research and applications

I. Voulgari

Digital Games (DG) and Virtual Worlds (VW) constitute environments which attract not only a large number of users but also researchers in fields such as psychology, sociology, neuroscience, education, economics, and informatics. Moreover, a large body of research describes their potential as learning tools. The aim of the course is to increase awareness and familiarize students with the field of digital games based learning and virtual worlds. It reviews relevant academic literature and research from various disciplines and addresses topics such as the following: review of the relevant research, the social and cultural context, integration into the teaching and learning processes, relevant learning theories and principles of psychology, critical review of their positive and negative aspects, principles of educational design, development, and assessment. Examples of DG and VW are also presented.

518. Teaching and learning with ICTs

K. Nikolopoulou

Information and Communication Technologies (ICTs) in education is an interdisciplinary field, concerned not only with technologies as such but also their effect on learning itself. The course introduces students to basic issues regarding teaching and learning issues with ICTs. The following topics are addressed: Models of ICTs integration in education (technical,

factual, integrated); The computer as a cognitive-exploratory tool, as a means of teaching and learning and as a source of information; Learning theories (behaviourism, constructivism) and ICTs in education; The computer and its pedagogical uses; Multimedia, hypermedia, simulations, electronic games and the internet in the educational process; Issues arising from the introduction of ICTs in school (feasibility and methodology, technical resources, curriculum adaptations, teacher training); ICTs in the Greek educational system; Gender and ICTs. The course workshop focuses on the use of internet (via popular search engines and searches for scientific literature) as well as on designing and presenting activities with educational software.

519. Digital Learning Objects for Preschool Education: design, development, and evaluation.

I. Voulgrari

This course focuses on the design, the development, the implementation, and the evaluation of digital learning objects and learning resources in the framework of Preschool Education. Digital learning objects can be valuable tools for supporting the learning experience of students. Over the past years the development of digital learning objects and educational resources and repositories has been increasing (e.g. the digital objects repository "Photodentro"). In this course, students explore and use repositories of learning objects and educational resources, as well as tools and applications for the development of digital educational material (e.g. presentations, augmented reality, location based applications, digital games, digital stories), and they design and develop their own digital learning objects. In this course, principles of instructional design, evaluation of digital content, and strategies for implementation of digital learning objects and applications in the framework of formal preschool education are also discussed. The objective of the course is for the students to become familiar with the search, use, and development of digital learning resources (learning objects) and be able to implement them effectively in the classroom.

520. Design of educational scenarios and activities with ICT

K. Nikolopoulou

The purpose of the course is the design - development, implementation and evaluation of educational scenarios and activities with ICT. The theoretical part of the course includes the following: The educational scenario (or teaching scenario) in teaching. Structure and content of activity and educational scenario with the incorporation of ICT. Learning environments with ICT (internet and educational software) for early childhood education. Organizing an educational scenario with ICT. Design, possible implementation (in a kindergarten classroom) and evaluation of the educational scenario. In the workshop, the students in groups, adapt, design - develop and present educational scenarios (selection of a subject area, description of the integration framework, description of the required media) and simple educational activities using ICT.

521. The role of the experiment in science education

I. Starakis

Main purpose of the course is to familiarize students with the role of experiment as a teaching tool in science education. It deals with issues related to the different types of experiments, their role in various teaching models and their integration into the learning process as tools: of interest, for detecting chiçldren's ideas, for exploring and applying knowledge. The course also focuses on the relevance of experiments to psychosocial development of preschool students, as well on the advantages of conducting them with the use of everyday materials. The evaluation is formative as well as summative based on group assignments and final exam.

Unit 6: Arts Education

The unit requires 9 teaching credits or 3 courses. The compulsory courses must include one course from each of the following three areas: 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, first of all through a theoretical approach to the relevant arts. More specifically, the music courses stand upon the theoretical foundations of music and body movement education for children and also offer an experiential approach to singing as well as the use and building of musical instruments with odd materials. Courses on the visual arts introduce basic art concepts and techniques of such arts, but also examine art education as an academic discipline from a theoretical as well as an applied perspective.

The Visual arts history theoretical course is coupled with engagement in artistic creation in the Visual arts education studio. Acquaintance with basic aspects of Visual arts education and recent approaches to children's drawings are complemented by student's practicum in collaborative drawing teaching methods for preschool 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.

Music and Movement

601. Theories of music and movement education I

O. Agalianou

The contemporary theories of music and movement education were first appeared in the early 20th century as part of the general tendency of the era to redefine education. They were influenced by the artistic, scientific and social atmosphere of that time and they attempt to combine music education with movement education. The acquaintance of the main theories aims to their use in early childhood education. The comprehension of basic music concepts and meanings and their relation with movement and speech elements is a basic objective of the course because are considered as fundamental knowledge and prerequisite for understanding the criteria of selecting proper material for the early childhood aesthetic education. Additionally is presented the contemporary theoretical framework of music pedagogy and the role of the teacher in it and research data about children's musical growth in correlation with their general development. The aim of the course is to provide knowledge, information and motivation for students and help them shape a personal view for music pedagogy and a way of thinking that will enhance their personal and professional development. Teaching is offered through lectures, projections and open dialogue 602. Building improvised musical instruments with odd materials

602. Building improvised musical instruments with odd materials

N. Tsaftaridis

Introduction to the classification of musical instruments. Basic knowledge about producing sound via musical instruments. Construction of simple musical instruments with everyday materials such as tin cans, plastic cups, beads, pieces of wood, leaves, seashells. Rhythmic and melodic games through the use of 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. Tsaftaridis

Every region and era is characterized by particular musical stylistic idioms and styles. Such differences are also determined by the nature of available musical instruments. The course uses the construction of certain musical instruments for exploring various musical idioms and styles. It consists of seminars acquainting students with musical culture, but also workshops of constructing musical instruments.

606. Percussive musical instruments and sound generators

N. Tsaftaridis

An in-depth exploration of the potentials of percussion musical instruments constructed in prerequisite courses as well as of 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.

619. Introduction to Orff-Schulwerk

O. Agalianou

Orff-Schulwerk (OS) is one of the most widespread well-known approaches of music and movement education. It was invented by Carl Orff and Gulind Keetman in a way that keeps an inherent potential to be adapted in time and space and update its content constantly.

It is based on three interactive pillars that are art, education and humanism and uses the means of speech, music and movement as a unit under the common aspect of rhythm using all possible relations between them. The course's aim is to bring students into a first contact with the principles, values and didactic of Orff-Schulwerk so that be able to elaborate speech, music and movement elements of poems, proverbs, songs, dances, music, visual arts etc. interactively and creatively. The OS's teaching methods allow everyone who is able to speak in a basic level his/her mother language and is familiar with the basic forms of locomotion to participate actively in the experience of musical performance and composition as with dance and music improvisation. OS focuses on the development of the expressive and creative potentials and abilities and enhance of collaborative skills. Speech is a critical element because is combined with the movement and music by its prosody, intonation and meaning and leads to the music and movement rhythmical exploration and improvisation. OS suggests a multilevel and interdisciplinary processing of elemental material and focuses on way of thinking. In the course, theory is closely linked to praxis and based on the experiential knowledge which is gained through students' participation in music and movement activities and their reflection on them.

620. Construction of musical instruments for introducing musical idioms II

N. Tsaftaridis

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 from oral musical traditions.

627. Dance in education

O. Agalianou

Dance is considered as a universal way of expression and communication. It is one of the oldest art forms and it has been in education widely. The scope of the course is to introduce students to dance as an art form, social aspect and educational medium. The objectives

are processing two interacting directions. The first concerns the students' personal growth through the development of their expressive and creative skills. Within this context students come in deeper contact with their bodies and their personal movement vocabulary enhancing the potentials of nonverbal expression and communication. The second concerns students' professional development through the acquisition of basic elements of the theory and praxis of dance giving the potential to integrate this art form in their teaching as a subject or a part of other activities. The theoretical framework is based on Rudolph's Laban theory (Laban Movement Analysis) in combination with other pedagogical and artistic approaches. The course is based on the elaboration of creative dance and folk / traditional dances from Greece and other countries and on the relations between dance and music and song/voice. Additionally, dance is perceived as means of social cohesion. During lesson process, theory is closely linked to praxis and the significant knowledge is based on the experiential knowledge through students' participation targeted activities and their reflection on them.

Visual Arts

607. Visual arts education

O. Kourou

An 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 The course also examines the teacher's role in supervising artistic thematology, cultivating visual perception and artistic criticism as well as highlighting the role of artistic work in its social context. Students attempt to devise and organize teaching projects on the basis of the above parameters.

608. Visual arts: elements and techniques

O. Kouvou

The workshop engages students in artistic creation through exercises in painting, drawing, printing, collage and three-dimensional media. It functions as a supplement to the theoretical course on the history of visual arts, which acquaints students with aspects of

artistic creation as well as the notion of plastic elements. It promotes practical engagement with the expressive potential of visual language; it also cultivates the aesthetic criterion and self-awareness, both of which are deemed important in teacher education.

610. Visual arts history

O. Kouvou

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

618. Children's drawing: contemporary approaches

O. Kouvou

The course surveys the various theoretical approaches to children's drawings and of the image as a means of representation; it also undertakes a critical examination of established narratives such as "child art" and "distinct stages in children's development of drawing". A cognitive approach is adopted in the attempt to explain children's first attempts at non-representational drawing, as well as the stereotype of the human figure and the representational space emerging in children's drawings. The course also examines how younger children perceive, think and register their experiences through a particular type of realism which differs from adult's visual realism.

Theatre Education

611. Introduction to puppet theatre

A. Paroussi

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

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.

615. Modern teaching methods exploiting drama and theatre

The course examines the pedagogical role of the theatre as well as the forms 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 in writing workshops and practical exercises.

616. Theatre education

An introduction to the codes of the theatre from a theoretical and an applied perspective. Theatre is presented as dramatic discourse but also as a stage act. The course presents authors and theatrical plays, directors and performances who played an important role in the history of theatre in Greece and worldwide (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. Finally, it presents films and historically important theatrical performances

6K1. Theatre applications and science education I

A. Paroussi, V. Tselfes

Puppet theatre is a multimodal artistic activity, as it involves language, motion, images, music and stage production. Such theatrical activities can be employed to a significant extent for teaching scientific concepts and practices concerning nature (such as the nature and use of light, construction of images and interpretation of relative phenomena). They can also serve as scientific laboratory practices because 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 the operator (who intervenes and "materializes" them) and vice versa. The course explores different ways of puppetry expression but also opportunities for teaching scientific approaches to 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. Student assessment depends upon the presentation of projects in class.

623. Theatre/Drama in education: pedagogical and social intervention

P. Giannouli

The course familiarizes students with a broad range of techniques employed in theatre/drama education. These techniques can serve as tools for experiential learning, means for social intervention and as art forms. Experiences, facts, personal life stories and collective narratives are used for a collaborative creation infused with the playful spirit of the theatre. The approach includes constructing lesson plans for children, whereas theitre work aims at enhancing communication, cooperation, understanding of self and others as well as conflict management. The ultimate aim of the. seminar is the creating and performing of a collectively constructed theatrical piece. The teaching-learning process includes a transformative evaluation at each phase of the developing project, i.e. after the activation of the group, the creation, the presentation and the response-reflection upon the work. Upon completion, the seminar is evaluated in terms of how much students have come to comprehend their role as pedagogues-facilitators and have also gained skills for exploiting the social, learning and pedagogical potential of theatre/drama in education.

628. Theatre in Education Programmes. Devising, structuring, implementing

P. Giannouli

The course aims to familiarize students with the process of a Theatre in Education (TIE) programme. A TIE programme is based on the combination between theatre and pedagogy and consists of the creation of a series of activities relating to a theme that has to do with the children lives or the world they live in. Students will go through all the stages that a structure of a TIE programme demands, research of the theme, short theatre performance, theatre activities before and after the performance for the active participation of the children and educational material for the teacher for further research and work on the theme. The students will be evaluated on the base of the production, the presentation and the evaluative writing and recording of the programme. The students will have to have completed at least one course from the area of Theatre Education as a requirement for attending this course.

629. Theatre –pedagogy Approaches and Applications in educational contexts I

630. Theatre –pedagogy Approaches and Applications in educational contexts II

P. Giannouli

Students will become acquainted with international approaches and forms of Theatre/Drama in Education and their connection to contemporary pedagogical theories. The aim of this module is for students to understand how Theatre/Drama in educational context is used in the exploration of various issues. Role- play, improvisation, theatrical techniques and conventions are used in order to facilitate an intellectual and emotional understanding and ownership and to cultivate the aesthetic considerations through a pleasant discovery and learning process. Expected learning outcomes include: students becoming familiar with key elements of the art of Theatre, developing expression and facilitation skills, learning how to design and run a theatre workshop and other cultural activities for and with children. Students have to design practical workshops, to present and evaluate them. The course combines theory and practice in the form of participation in a practical workshop.

631. Introduction to Theatre as Education

P. Giannouli

The course aims to acquaint students with the forms and the characteristic elements of theatre as well as their associated discourses and influence to educational structures (formal, non-formal, informal). In parallel, the course aims to facilitate understanding and the development of primary elements of theatrical expression which can be implemented by students in an educational and communicative activity. The content of the course will be focused on the history of theoretical approaches and methodologies that deal with the educational function of theatre, in informal learning, in the formal and non-formal educational sector and in the contemporary theatre-pedagogical contexts. In this framework there will be explored the emergent, especially from the beginning of the 20th cent., interconnections of theatre with pedagogical and social theories that have to do with learning approaches and proposals for social intervention and social change. In conclusion, selected methodologies and approaches of theatre/drama in education will be explored and examined focusing on the influences from specific forms of theatre. There will

be a critical discourse for the contemporary dialogue for theatre/drama in education as it is presented by research documents and the perspectives of international organizations. Students will work collectively attempting to discover and indicate the distinctions of the different approaches in the contemporary field.

Unit 7: Language, Literature, and History

The unit requires 12 teaching credits or 4 courses. Three of its courses are compulsory, one from each of its main topics: 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 professionals 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 reveal their socio-political functions as well as take up issues regarding educational issues like literacy and bilingual education as well as the relation of language to cognition. 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

An overview of children's literature, which defines the object and scope of the discipline and describes the different genres of such literature. It begins with a brief introduction to theories of literary criticism. It then defines children's literature through the concept of childness. More particularly, the course focuses upon illustrated books and picture books 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 finally 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. Teaching children's literature in early childhood education

A. Yannicopoulou

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

707. Greek history, 19th century (compulsory)

F. Assimakopoulou

An overview of Greek history in 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, 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 westernized 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.

708. History of education

F. Assimakopoulou

Introduction to the history of Greek education, from the period of the Ottoman domination to the Modern Greek State 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) from the end of the 19th to the early 20th century: the events of "Evageliaka" and "Oresteiaka". Educational reform in early 20th century: the School for Girls at Volos, the Association for Education, the Students' Company. Reform and counter-reform from 1913 to 1929: the events of "Marasleiaka", 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 reform of 1964. Education during the military dictatorship of 1967-1974. The reform of 1976.

709. Language, society, and mind (compulsory)

V. Tsakona, V. Tsami

An introduction to the language sciences, more specifically to theoretical and applied branches with consequences for education. The following more particular topics are explored: a) the language sciences: their history, object and methods, 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

V. Tsami

An introduction to the learning and teaching of written language in school. The following topics are explored: 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 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.

711. Greek history, 20th century

F. Assimakopoulou

An overview of Greek history in the twentieth century, with the following topics 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 interwar 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.

714. Bilingualism and education

V. Kantzou

An introduction to issues of bilingualism/multilingualism, with a focus on 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, socio-political hierarchies of languages, attitudes towards languages. c) Political and educational issues: linguistic rights, trends in bilingual/multilingual education.

716. Ideology in children's literature.

A. Yannicopoulou

As children's books have often been associated with a didactic approach, issues of ideology become very important. Such books have often been evaluated on the basis of the ideological message addressed to young readers, in fact not only in the past through the movement of didacticism but even in our days. While no text can be deemed ideologically neutral, the ideological message is widely taken to be the principal characteristic of texts written for children. In the context of the course students will study children's literature by focusing on the narrative mechanisms which create the text's ideological stigma. Emphasis is placed on implicit and not only explicit ideological messages and the way they are formulated verbally, visually or through paratextual means.

718. Children's literature: theoretical approaches

A. Yannicopoulou

An in-depth exploration of topics raised by children's literature. It provides students with a chance to get acquainted with relevant literature, adopt a critical theoretical perspective and become critical readers of fiction – children's fiction above all. The course attempts a systematic approach to how literary theory applies to children's books. In fact, it undertakes not only a critical overview of such theories but also attempts their applications via particular texts either from the perspective of the reader (via critical readings of texts) or of the writer (via a workshop of creative writing). Moreover, students become acquainted with the categorization of children's literature into genres, with emphasis upon newer genre types which include illustrations as an integral part of the narrative. Above all, the course attempts an integration of children's literature not only to literature norms more generally but also of all fictional texts regardless of the medium through which they are constructed.

719. Language and thought

D. Katis

The history of philosophical and scientific ideas on the relation of language to cognition as well as contemporary approaches of this relation. 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 to theories which focus upon how scientific language and thought are related and their implications for educational practices facilitating the child's transition to scientific discourse in school.

720. History and illustrated books

A. Giannikopoylou, F. Assimakopoulou

An interdisciplinary approach to history and literature, which delves more particularly into issues of how history is represented in stories included in children's illustrated books. Examining a range of texts, mainly illustrated books and picture books but also historical novels, history textbooks, popular films and plays, the course stands upon theoretical issues raised by historical fiction. Three paradoxes inherent in literature with historical content are explored: a. the factual nature of historical facts as opposed to the fictitious nature of literature, b. the cruel and violent aspects of historical events such as war as opposed to the innocence of children-readers, and c. The collective nature of historical events as opposed to the individual experience of the literary character.

721. Language and education

V. Tsakona

The course begins with a brief introduction to the main principles of the text-based approach to language and language teaching. Then, we discuss the definitions and kinds of literacy, its relation to school success/failure, as well as concepts such as literacy practices, literacy events, literacy domains, (critical) language awareness, and multiliteracies. Emphasis is placed on the ethnographic approach to literacy and on the cultivation of critical literacy in early childhood education. Reference is also made to the goals of adult literacy education and workplace literacy.

722. Sociolinguistics

V. Tsakona

The course focuses on issues of linguistic variation. More specifically, it presents the basic principles, methods, and concepts of traditional and social dialectology. Furthermore, it touches upon aspects of language contact, such as diglossia, bilingualism, minority languages, code-switching and code-mixing, as well as upon the creation of 'new' languages. It also addresses issues of language maintenance, language shift and language death, which result from language change. In addition, a key topic of the course is linguistic inequality in the forms of linguistic sexism, linguistic prejudice, and language attitudes. Such concepts are connected to an explanation of academic failure from a sociolinguistic perspective. Finally, the methodology of sociolinguistic research is discussed: its stages, the main techniques for data collection and the role of communities of practice. The above-mentioned concepts and theories are related to Greek sociolinguistic reality and, more particularly, to Greek education through specific examples.

723. Text Linguistics

V. Tsakona

The course begins with the presentation of central concepts of text linguistics, such as text, genre, context, utterance, and the differences among oral, written, and electronic discourse. Then, we discuss topics such as deixis, speech acts, the cooperative principle, implicatures, politeness, humor, cohesion, coherence, intertextuality, and the distinction between narrative and non-narrative genres. All the above-mentioned concepts and theories are explored via the analysis of specific examples from Greek. The main aim of the course is to raise students' (and future teachers') communicative competence and awareness, so that they are capable of assisting their own students in realizing the various ways we use and organize discourse in the diverse contexts we participate in.

724. Issues in language policy

V. Tsakona

Language policy includes state practices, ideologies, and institutions which deal with and influence, among other things, which language variety/ies will be considered the official language/s of the state (and which will not), which language/s will be taught in the educational system and will be used in public discourse. In this context, we explore topics such as the distinction among national, official, and minority language, the language teaching addressed to immigrant and minority groups, language standardization, the criteria for the selection of a writing system and spelling conventions, language purification, language modernization, and the recent language reforms in Greece. The aim of the course is to sensitize students to issues concerning the relationships between political power and language

Unit 8: Foreign Language

The unit requires 6 teaching credits. It accquaints students with English at an advanced level and, above all, with reading and writing academic texts. Therefore, the courses entitled "English language II", "English academic terminology and texts I" and "English academic terminology and texts II" are obligatory. The introductory course "English language I" is optional and addressed to students with limited or no knowledge of the language. Students holding certificates of advanced competence in English, more particularly the Certificate of Proficiency of Cambridge or Michigan or the Greek State's equivalent or any other language qualification recognized as equivalent to a C2 level of competence by ASEP (the Supreme Council for Civil Servants Selection), obtain automatic recognition of the 6 required credits of the unit. Students holding certificates at less advanced levels of competence, i.e. the First Certificate of Cambridge or Michigan or the Greek State's equivalent or any other language qualification recognized as equivalent to competence levels B2 or C1 by ASEP are provided with 4 of the required credits and are obliged to pass only the most advanced course "English academic terminology and texts II".

801. English language I

D. Akriotou

Introduction to the English language for students with limited knowledge.

802. English language II

D. Akriotou

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

803. English academic terminology and texts I

D. Akriotou

Introduction to scientific terminology as well as reading and writing of academic texts in English.

804. English academic terminology and texts II

D. Akriotou

Unit 9: Practicum in education and research

The unit includes courses of practical training for teaching as well as for carrying out research in education. It requires 35 TCs, with five courses being compulsory. Three of these courses are absolutely mandatory: 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". They provide a critical perspective on teaching practices as well as on the use of pedagogical theory and methodology in the classroom. In addition, students must select one course from the subunit "Practicum and Content Knowledge" and one from the subunit "Practicum and Research Methods". All courses besides the three totally mandatory ones are offered to a limited number of students, who are selected on the basis of various criteria set by their teachers but also practical problems. Prerequisites for enrolment in these courses also hold: for the subunit of teaching methodology students must have completed successfully the three absolutely obligatory courses 906, 901 and 902, while in the subunit of research training they must have taken the introductory courses 401/407 on research methodology. Further prerequisites may hold depending on the particular course.

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

A. Androussou, V. Tsafos, Ai. Fakou

An introduction to observation tools for the preschool and early school classroom, which can be used for research purposes and/or understand the classroom framework. Students visit classrooms in small groups under supervision by the course teachers. The principal aim of the course is to enable students to analyze and understand the parameters affecting the educational process via discussion of data collected from the visits to classrooms. Student assessment takes place via assignments presented at plenary meetings to co-students as well as a final individual or group assignment presented to the course teacher. Attendance is mandatory for a course serving as a prerequisite for subsequent courses in the Practicum.

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

Ch. Cortessis-Dafermou, M. Sfyroera, Ai. Fakou, N. Kyriakopoulou

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 for a particular classroom on the basis of knowledge obtained in previous courses. Their plan is achieved through systematic observation notes on the teaching practices of the classroom in which they carry out their practicum, either as participants and/or observers of teaching. These notes are analyzed in depth by co-students. These discussions serve as the basis for the collective development of teaching plans, which are however implemented on an individual basis. During this implementation students undertake a meticulous observation and recording of their teaching actions. Their notes are discussed once again with co-students. Student assessment is based on a report of their project 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 unit, and b) any two courses from the following three types: 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, Ai. Fakou, N. Kyriakopoulou

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".

Subunit: Practicum in various subjects (compulsory)

Thirteen courses are offered to students in their 8th semester, with selection of at least 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

The Greek educational system now includes a notable proportion of migrant students with a non-Greek nationality as well as minority students of Greek citizenship 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 attempts at 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. For this purpose, it examines specific instances of the everyday reality of preschool and early primary school (i.e. the content of learning, texts, educational practices, organization 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 an intercultural perspective of education could become feasible. Above all, it acquaints students with the pedagogical and methodological tools which allow them to analyze the concept of "otherness" and also deal with it in their classroom. In other words, it aims at ensuring that theoretical knowledge can be applied in actual attempts to understand and intervene in school reality.

93B. Music and movement education in early childhood education: implementations in praxis

O. Agalianou

The scope of the course is the utilization of music and movement in early childhood education through multi-dimensional activities. Students are invited to plan indoor and outdoor activities that combine speech and voice with music and movement to facilitate children's growth and support sensory integration and aesthetic education. Rhythm works as a key element that is elaborated by the using of the voice and language, of the body, musical instruments and psychomotor objects. Students are invited to combine the natural qualities for the sound with movement and the prosodic elements of the speech working in small groups that select material such as song games, simple songs, poets, rhymes etc. They analyze the material, deconstruct and reconstruct it to plan interventions for the kindergarten or other educational contexts in a way that ensures participation of all children regardless the level skill. Supervision and reflection on the application are part of the course.

93Γ. Inclusive education practices

E. Nteropoulou–Nterou

The course offers training in inclusive settings of preschool education. It deals with various issues arising from inclusive educational practice. It acquaints students with the structure and functioning of inclusive preschool settings, the role of preschool teachers and collaborative practices among them. Students are invited to broaden their knowledge and develop differentiated pedagogical approaches related to the curriculum as well as forms of assessing educational work in preschool inclusive settings.

93Δ. Picturebooks in early childhood education

A. Yannicopoulou

Introduction to the genre of picture books 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 picture books by enriching their theoretical knowledge on picture books 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 picture books.

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

E. Flogaiti, E. Naoum

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 a prerequisite: "112. Introduction to Environmental Education / Education for Sustainable Development" and "121. The pedagogical framework of Environmental Education / Education for Sustainable Development".

93H. Teaching drawing at preschool

O. Kouvou

A practicum in visual arts education offering students the chance to apply knowledge acquired at the prerequisite theoretical course on visual arts education. More specifically, it identifies models of instruction implicitly followed in different teaching situations and investigates the pedagogic potential of collaborative or "negotiated" drawing in the preschool classroom. The theoretical foundation of this practicum lies in the notion of the "zone of proximal development", i.e. teachers' implementation of a constructive strategy in developing children's representational abilities. Challenging the notion that children's drawings are products of "free expression", the course approaches them as products of cultural stereotypes as well. Students are acquainted in a studio workshop with activities such as observational drawing, negotiated drawing, spontaneous painting, critical examination of mass media images and collective projects.

93Θ. Children and play in the kindergarten

K. Papadopoulou

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

93I. Puppet theatre and improvisations: practical training

A. Paroussi

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 sparking students' imagination, developing their sense of humor 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.

93K. Science education

P. Pantidos, I. Starakis

The course offers training in planning, applying and evaluating teaching activities about science concepts and natural phenomena in early childhood education. It comprises of lectures/discussions, laboratory sessions, and practice classes on teaching in the kindergarten. The lectures/discussions concern the context: science concept – learning obstacles and goals – designing teaching activities. The laboratory sessions include loosely supervised student interventions upon "pieces" of the laboratory's material world as well as upon feedback discussions of questions and answers related to these interventions. Students collaborate with their teachers in transferring, implementing and evaluating some of the laboratory activities in the early school classroom. They submit assignments and an essay which describes and evaluates their teaching implementations.

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

A. Zagorianakos

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 learned in the prerequisite course 511. Their activities are implemented in selected kindergartens and the results are summarized and discussed through the perspective of action research.

93M. Theory and practice of evaluation: alternative forms in education

V. Tsafos

The course acquaints students with the concept of educational evaluation, its forms and pedagogical implications both at the level of theory as well as practice. It begins by presenting examples of alternative forms of educational evaluation (descriptive, self-evaluation, evaluation by others, portfolio, etc.) and their foundations in pedagogical principles. Subsequently, students undertake group visits to kindergartens in order to explore the possibilities offered by such alternative means of evaluation. Student assessment depends upon projects presented throughout the semester as well as an obligatory project regarding their practicum in the kindergartens.

93N. Information and communication technologies in education and pedagogic practice: theoretical and pedagogic approaches

I. Voulgari

With the expanding role of computers, smartphones and the Internet in everyday life, digital literacy becomes even more important for effective participation in professional but also social, financial, and cultural aspects of life. Schools constitute a valuable opportunity for supporting and enhancing students' digital literacy skills through the effective integration of Information and Communication Technologies (ICTs) in pedagogic practice. The educational approach and methods, the learning content and the selection of appropriate tools and technologies are decisive for the successful implementation of ICTs in education. In this framework, this course focuses on the educational approaches and the evaluation and selection of ICTs tools in formal education. The course includes lectures, workshops, and interventions in early school classes, which aim at linking theory to school practice. Students are involved in activities such as a) observing, recording and analyzing everyday school practice in relation to the use of ICTs, and b) planning, designing, applying, analyzing and evaluating educational interventions or applications (e.g. software, apps) via ICTs tools. Evaluation is based on essays, assignments, presentations and a final report.

93Ξ. Theatre/Drama in Education Practices in the Kindergarten

P. Giannouli

During their practical training, students will use theatre games and techniques that develop imagination and facilitate teamwork, taking into consideration the pedagogical, artistic and social dimensions of Theatre/Drama in Education. Drawing on their experience of the Theatre Expression modules they have already attended and of the lesson plans that will be presented during the course, they are going to work in groups to produce lesson plans for the kindergarten classroom. In particular, they will design applications that use theatre-pedagogy methods, implement them in a kindergarten class, record and analyze their data. Their body of work will be presented as a final assignment.

93O. Museum and School: Museum Education Practices

V. Tsafos

The main objective of the course is to study the elements that define the field of museopedagogy in the context of contemporary pedagogical approaches. The course is divided into two parts. The first presents the modern trends and theories that create new perspectives of educational use of the cultural reference sites (archaeological sites, museums, historical landscapes). The second part analyzes the theoretical educational tools (exhibitions, programs, educational material) on a theoretical level and presents practical applications from Greek mainly reality. Students are invited to volunteer small-scale teamwork in kindengardens related to the design and implementation of museopedagogy activities in the perspective of interconnecting theory with practice. Student assessment is based on exams and / or work / presentations made during the semester or in the final work / presentation of the research, supported at the end of the semester.

Subunit: Practicum in research methods (compulsory)

Eleven (11) courses are offered to students in their 7th semester, with selection of at least one (1) being compulsory. The number of students in each course is limited. Practical problems of allocating students to different courses do not always allow students to attend their first choice of a course.

94A. Quantitative Methodology in Educational Research and Writing Related Scientific Papers

D.Manesis

The aim of this course is to familiarize students with the design and implementation of educational research using quantitative methodology. The modules of the course include elements for determining the research question, organizing bibliographic review through access to academic libraries and online databases of scientific articles, functional

definitions of theoretical concepts, research case studies, questionnaire construction, measurement scales-variables, reliability and validity, and quantitative data analysis. Students will acquire the necessary skills to write a paper, such as the presentation and interpretation of the results of the data analysis, the conclusions-discussion of the results, the methods of avoiding plagiarism and the automatic introduction of references with the use of appropriate software.

94Γ. Audiovisual communication

E. Kourti

A workshop which serves as an introduction to theory and research on contemporary media. It presents the key theoretical concepts (production, language, representation and audience) used in the study of all types of media, as well as methods and techniques of audiovisual text analysis. It acquaints students with a critical approach to various types of media texts (such as print, commercials, film and television productions, websites and video games). It also involves actual production of media texts through teamwork, assuming that such an experience leads students to a fuller understanding of the conventions and characteristics of media.

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

N. Askouni

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 approaches and research findings, it explores the relationship between the school and the family as well as the mechanisms which (re)produce 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, and compares with more advanced levels of education. The seminar requires besides active engagement with the relevant theoretical and research literature, a small-scale research project.

94E. Classroom discourse analysis

A. Vasilopoulou

A workshop on methods of observing the classroom and analyzing its discourse. It explores theoretical, empirical and practical issues of teacher-pupil and pupil-pupil interaction from a sociological perspective. More specifically, it introduces the methods of Conversation Analysis and Membership Categorization Analysis in analyzing classroom discourse. In-depth analyses of audio- and video-recorded conversations from Greek kindergartens is used to illustrate aspects of the educational process as well as children's free play. The analysis of discourse focuses on asymmetries of conversation and knowledge, the construction of knowledge through talk and more particularly through 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

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 in regard to disabled children. The course introduces ways of cooperation between schools and families, focusing on the role of teachers and parents but also various partnership approaches and educational practices that promote such cooperation. It gets students involved with qualitative research methods and more particularly the interview.

94H. Topics in children's social development

Research methods in the psychology of child development. The course focuses on case studies and observation regarding children's interpersonal relationships with parents, siblings, and peers. Students pursue a small-scale project on the basis of the recommended readings.   They are required to develop a research proposal through a case study and observation. Student assessment is based on small group essays and a final individual essay.

94Θ. Natural science concepts II

G.Starakis

The course acquaints students with methods for uncovering the representations that children rely upon while discussing and intervening upon the physical world. Students collect and analyze data from children's typical conceptions of scientific notions such as light and force, which they draw on the basis of 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 research topics in Modern Greek historiography.

94K. Action research in education

V. Tsafos

Introduction to educational action research: its characteristics, means of conduction, its theoretical and epistemological foundations and areas of application. After being exposed to specific action research projects students undertake small-scale research projects of their own on an individual or group basis. These projects aim at developing and reforming the kindergarten curriculum and the guidelines for its implementation The course aims at making students understand the importance of action research as a methodological tool for research and teaching. Student assessment is based on projects conducted and presented throughout the semester as well as the final paper/research project presented at the end of the semester.

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

E. Zambeta

This course focuses on methods of analyzing educational institutions and policies. It is organized in two parallel sessions, taught in two two-hour sessions per week. 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 workshop. Students participate in a research project on an educational policy issue, which has been explored in the theoretical part of the course.

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

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 with 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.

94N. The sex of professions and employment

M. LeontsiniIn

This lesson we will attempt to study and analyze the gender division of labor and its effects on the biographies of women and men as well as on the consequent social hierarchy. We will analyze the historical dimensions of the gender of occupations (and employment) as well as contemporary forms of women's and men's participation in the work. The main goal is to become familiar with the tools of qualitative analysis of feminist methodology and to include gender as a basic (regulatory) analytical category in the Social Sciences. It is organized in two parts. The first part is in a seminar format and deals with the analysis of gender-segregated work in the shaping of employment and occupations. The students will

be divided into small groups and will prepare a group work, which will be presented at the seminar and will be written in the end of the semester. The second part is laboratory-based and involves the design and implementation of a research on the effects of gender-segregated work on the paths of particular social groups, focusing on "female" or "male" occupations (or forms of employment) in the Greek context. The purpose of part two is to use the (in-depth semi-structured) interviewing research tool. Each student will conduct an interview, which will be analyzed in the course written at the end of the semester.

94Ξ. Semiotics of science teaching

P. Pantidos

The course acquaints students with the view that semiotic modes (i.e. speech, human body, images, drawings, material objects) activated in science teaching contribute equal well in shaping meanings. The course includes lectures and workshops. It aims at training students to analyze typical and visual texts in science books for young children. Emphasis is also laid on video analysis of science activities, particularly with regard to the role of the human body in meaning making process. Students create narratives and make a video story as a meaningful context for science concepts. Assessment is based on reports, essays and the teamwork video production.

94O Literacy in early years: exploring children's ideas

Ch. Cortessis-Dafermou

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 focusing on inquiring into children' ideas and contributing to students' understandings related to children's paths towards mastery of written language.

Unit 10: Interdisciplinary week-long workshops

The interdisciplinary workshops are addressed exclusively to third-year students. Students must choose at least one such workshop. Their principal aim is to link theory with educational practice through issues such as intercultural education, gender, special education, environmental education and the relation of psychology to education. The originality of these workshops lies in their week-long duration, typically seven days of evenings including weekends. In addition, invited speakers from various disciplines and professions intervene in various ways, including lecturing and supervising group discussions. As workshops, they accept a limited number of students. Allocation of students to one of these courses depends first of all upon their designated preference during registration of courses early in the semester, but the decision as to who may participate also depends upon practical considerations. Essays must be prepared and submitted during the semester or during the examination period at the end of the semester.

ΘΕ1. Intercultural education

A. Androussou

A workshop on issues raised by the presence of children of non-Greek origin 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 of 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 assessed via 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 how gender is perceived. 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 Department members, artists and professionals, thus providing students with the opportunity to interact with guest speakers. Students work in teams in order to develop research papers and present their findings.

ΘΕ4. Children and play

K. Papadopoulou

Children's play is approached via different disciplines, such as psychology, sociology, literature and the educational sciences, from a theoretical and an applied perspective. It focuses on 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 an understanding of children's play through experiential learning approaches.

ΘΕ6. Social inequalities and education

N. Askouni

The workshop examines social inequalities in education and the mechanisms enforcing and (re)producing them. It explores inequalities of social class above all, but also 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. Student assessment is based on essays.

ΘΕ 7. Differentiated pedagogy

Ch. Cortessis-Dafermou, M. Sfyroera

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, utilization of experiences, systematic observation of children's development, the educator's intermediary-supportive role, cooperative learning and creative interaction. Emphasis is placed on discussing opportunities for enriching the learning process provided by the heterogeneity of students. 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

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.

ΘΕ10. Childhood and social control

D. Makrinioti

The workshop undertakes an in-depth investigation of visible and invisible forms of control, regulation, and discipline, which are inherent in institutions and practices serving children often covered under the name of protection. It addresses the key concepts of liberation, empowerment, and protection vs. regulation. Adopting an interdisciplinary approach to childhood and relying on the differences that the experience of being a child implies, it critically examines issues raised by the contemporary legal framework (with particular reference to the Convention of the Rights of the Child), by formal and informal education, by the media and the new technologies and by regulations related to health, work, and consumption.

ΘΕ11. Speaking about issues of democracy in school

D. Makrinioti

The terms "democratic education" and "education for democracy" refer to a wide range of information, microstructures, and practices, which acquaint with and establish a framework focusing upon rules of democratic co-existence within the school community. This type of educational intervention rests on social solidarity, new forms of collectivities and actions as well as awareness and respect for every form of difference. Given this perspective, the workshop provides tools (via experiential practices, films, narratives, and other original educational material) with the aim of a) introducing social concepts (kindergarten and primary schools), b) deconstructing interpretations of social phenomena as psychological or as a natural order of things (such as democracy, difference and inequality) and approaching them instead as historically and socially constructed, c) perceiving pupils as active subjects, able to understand and reflect upon social and political concepts such as democracy, rights, fascism, racism and social exclusion.

ΘΕ13. Cinema and the child

E. Kourti, F. Assimakopoulou

This course examines different forms of children's relationship to cinema. It highlights issues and questions raised by this relationship by adopting an analytical framework which takes the child as a social category. In this context, it discusses issues concerning the content of films made for and including children, the role and representation of childhood in Greek and international cinema, children as spectators, children as cinema stars as well as the commercialization of films (production, distribution and regulation). Emphasis is given on how cinema can be used for educational purposes, focusing more particularly on its relation to history.

ΘΕ14. The sustainable school

E. Flogaiti

Environmental and Sustainability Education is a transformative process, which seeks radical changes in school, education, society, and politics. Sustainable education institutions are both the aim and tool of such education, with the sustainable school constituting the pinnacle of this effort. The rationale of the sustainable school is an overall revision of the school with the purpose of promoting significant changes on all three levels of its operation: a) pedagogical (learning and teaching process), b) technical/financial (infrastructure, equipment, management practices) and c) the social/organizational (culture, social climate, educational policy). The course deals with the concept of the 'sustainable school', so as to examine the particular features of such a school as well as examples of its implementation in countries where it is already an essential component of their educational policy.

ΘΕ15. Modern trends in Greek puppet theater. An informal form of education?

A. Paroussi

Starting with the conviction that in order to teach "art" you must "get in" and "get to know it" as best as possible. In collaboration with the Greek Puppet Center Unima Hellas, is organized.a thematic introductory week on contemporary Greek puppet theatre: Who are the Greek puppeteers? What shows do they play? What techniques do they use? What do they envision? How and where do they move? Students will get to know Greek puppeteers closely, attend performances and participate in a series of workshops with different techniques. After the end of the presentations the students will discuss with the teacher guidance on the issue of the educational dimension of puppetry performances. and will be evaluated on the basis of relevant work.

Unit 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 fact, group work is strongly encouraged. The dissertation provides a chance for close collaboration with the academic staff and application of theoretical knowledge obtained in previous years in either a research project or a pedagogical intervention. It strengthens basic skills necessary for 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 but also the criteria set by each supervisor.

Collaboration with the supervisors for developing a research question and methodology can also take place in special seminars organized for 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. Continuous collaboration with the supervisors provides 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 in June. If the examiners decide that it has not been successfully completed, it can be re-examined in September. However, if it fails to be completed even then, students need to replace the 12 TCs of the dissertation 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 Department member from a relevant field. Evaluation is more precisely based upon the following: (a) 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 examines). The criteria of evaluating the written dissertation include (a) quality of writing, (b) use of relevant bibliography, (c) quality of the research or intervention undertaken, (d) quality of the student's personal reasoning, (e) use of new technologies.

Unit 12: Elective courses from other Faculties of the University

The DECE strongly suggests the enrichment of the students' personal curriculum of studies with an elective course from other Departments of the University of Athens.Courses of relevance 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. Enrolment in such courses requires written permission by those teaching them.

Unit 13: A second foreign language

Students competent in languages other than English, e.g. French, German, Italian, Spanish and Russian, at a C2 level 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.

POSTGRADUATE STUDIES

POSTGRADUATE STUDIES

The DECE offers four postgraduate programs at the master's level (M.A. or M.Sc.). Three of them are organized in collaboration with other faculties and universities, one on an international level. Courses are taught by the academic staff of the DECE but also staff from other faculties, universities and research centers in Greece and abroad. The DECE also offers the chance for a Ph.D. degree. Recent legislative reforms of Greek higher education may, however, lead to changes in the structuring and functioning of postgraduate studies more generally.

While many postgraduate programs in Greece were originally funded by the Ministry of Education and/or European Union funds (i.e. the Enterprising Program of Education and Initial Professional Training or EPEAEK), nowadays the DECE programs rely upon tuition fees. They do, however, offer financial assistance in the form of lower tuition fees for students who excel during their first year of studiesand are simultaneously of such assistance.

Teaching activities of all these programmes are largely located at 5 Stadiou St., 7th floor, where support offices and reading room also operate.

MASTER'S PROGRAMS

In 2018 all postgraduate programmes were restructured in Greece (on the basis of Law 4485/2017). The new Master's degrees are programmed to function from the academic year 2018-2019 until 2027-18.

M.A. Education and Human Rights

The MA "Education and Human Rights" aims to develop theory, research and practice in Education and Human Rights. This MA has been the first international post graduate programme of the National and Kapodistrian University of Athens which leads to a Joint Degree award.

The Programme operates under a new institutional framework since the academic year 2018-19. It is actually the reformation of the Transnational Joint Graduate Program of the

National and Kapodistrian University (UOA) and the University College London Institute of Education (UCL IOE) that has been running since the academic year 1995-1996. Originally titled "Comparative Education and Human Rights", it has been established in 1994 with the initiative of the Department of Early Childhood Education of the University of Athens in collaboration with the Institute of Education, University of London. Professor Maria Iliou had the initiative for its establishment on the part of the University of Athens, and Dr. Eva Gamarnikow had the main responsibility on the part of the Institute of Education. Maria Iliou was the first director of the Programme until her retirement in 2001. Since 2001 the programme has been reformed and the international collaboration expanded under the direction of Professor Gitsa Kontogiannopoulou-Polydorides. The collaboration continued after the merging of the Institute of Education with the University College London in 2014 and was completed at the academic year 2018-19. From now on, the programme is organized and provided exclusively by the Department of Early Childhood Education of the National and Kapodistrian University of Athens (NKUA).

The M.A aims at producing experts and professionals in research, teaching and educational policies, which can contribute to combating social inequalities and consolidating human rights in education. It accepts students with a first-degree in education but also related disciplines mostly though exclusively from the humanities and the social sciences. It is a two-year course, which also requires a dissertation.

The bodies responsible for the operation of the MTF under Law 4485/2017 are:

- The Assembly of the Department

- The Coordinating Committee (PM) of the PMS composed of Nelli Askouni, Assoc. Professor, President of the Board, Mary Leontsini, Associate Professor, Vice President of the Board and members: Fotini Assimakopoulou, Professor, Evgenia Flogaiti, Professor, Villy Tsakona, Assistant Professor,

- The Director and the Deputy Director of the MA, who is the President and the Vice President of the CC.

The program is administratively supported by the Secretariat of the Early Childhood Education Department, located at 13a Navarinou Street, Ground floor, responsible: Anastasia Gontika, DECE Secretary. It is also supported by the Office of the Master of Arts in Housing at 5 Stadiou Street, 7th floor, Gr. 719, tel.: 210-3689312. Ms. Eleni Sotiriou is responsible for the PMS support office. Website: http://www.ehr.ecd.uoa.gr/

M.A. Special Education

The 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 DECE and the Institute of Education of the University of London. However, it became an independent program, organized solely by the DECE, in the academic year 2008-09.

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 centers, conceded for this purpose by the Greek State. It aims at an in-depth acquaintance with various issues regarding special education and 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. Applicants should have a first degree relevant to special education as well as certified knowledge of Greek and English.

The Program is run by a Coordinating Committee, consisting of Associate Professor Vasilis Tsafos (Head of the Committee), Associate professor Antigoni Paroussi, Assistant Professors Kalliroi Papadopoulou and Eudoxia Nteropoulou-Nterou as well as Professor Angeliki Giannikopoulou as a deputy member.

The program is administratively supported by the Secretariat of the Early Childhood Education Department, located at 13a Navarinou Street, Ground floor, responsible: Anastasia Gontika, DECE Secretary. For information contact the Support Office at 5 Stadiou Str., 7th floor, Office 719 (Katerina Micha, tel: 210-3689311, pmsea@ecd.uoa.gr). For details on the structure, courses, teaching staff, application and selection procedures see the website www.ecd.uoa.gr/metap.htm

With the no. 735 / 30-5-2018 Rectangular Act was implemented, according to the

provisions of Law 4485/2017, the Re-establishment of the Postgraduate Program of the Department of Education and Preschool Education of the National and Kapodistrian University of Athens with "Special Education" »(Government Gazette 2432 / 26-06-2018 tb).

The PMS will be operated by the academic year 2018-2019 to academic year 2027-2028.

M.A. Information and Communication Technologies for Education

The Programme was established in the academic year 2005-06 in collaboration with the following Departments: Communication and Mass Media Studies of the National and Kapodistrian University of Athens, Architecture of the University of Thessaly and Electronics Engineering of the Technological Educational Institute of Piraeus It provides a joint degree by the four Faculties.

The M.A. is a two-year programme, which includes a dissertation. It aims at developing a critical stance towards the role of technology in education as well as at providing professional training, enhancing knowledge on applications of information and communication technologies and acquainting students with experts on the use of such technologies in various sectors of education. It prefers applicants with a first degree which qualifies them to work in primary, secondary and further education but also with degrees in any relevant field

The Programme is run by a five-member coordinating committee, one from each collaborating Department. The Committee is presided by Professor S. Papadopoulos from the University of Thessaly and includes: Associate Professor A. Paroussi and Assistant Professor M. Sfyroera from the DECE, Professor G. Pleios and Assistant Professor D. Gouscos from the Department of Communication and Mass Media, Professor G. Papakonstantinou from the University of Thessaly, finally Professor M. Ragoussi from the Technological Educational Institute of Piraeus.

Administrative support is provided by the Secretariat of the DECE, 13a Navarinou Str., ground floor, A. Gontika, tel. 210-3688043, e-mail: gontika@admin.uoa.gr and Stefanos Pothos tel. 210-3688040, e-mail : icte@ecd.uoa.gr. For details on the structure, courses, teaching staff, application and selection procedures see the website http://www.icte.ecd.uoa.gr.

The Programme was restructured in 2018 (see the Government Newspaper Newspaper 3644/27-08-2018, Volume Β´). It functions in collaboration once again with the Departments of Communication and Mass Media Studies of the National and Kapodistrian University of Athens, Architecture of the University of Thessaly and Electrical and Electronics Engineering the University of West Attica.

With the no. 773 / 02-07-2018 Rectangular Act was carried out, in accordance with the provisions of Law 4485/2017, the Re-establishment of the Postgraduate Program of the Postgraduate Studies of the Departments of Education and Education in the Preschool and Communication and Mass Media of the National and Kapodistrian Students Architectural Engineering of the University of Thessaly, Electrical and Electronic Engineering of the University of Western Attica, entitled "Information and Communication Technologies for Education" (Information and Communication Technologies f) or Education (Government Gazette 3644 / 27-08-2018 tB).

The PMS will be operated by the academic year 2018-2019 to academic year 2027-2028.

M.Sc. Counseling Psychology and Counseling in Education, Health, and Work Settings

The Program was established in the academic year 2009-2010 in collaboration with the Department of Social Administration and Political Science, of the Democritus University of Thrace. It offers a joint degree by both Faculties. The M.A. is a two-year programme, which includes a dissertation. Its primary objective is to offer a specialization in Counselling Psychology as well as Counselling in education, health, and work settings. It focuses not only upon theoretical knowledge but also at high-level professional skills and practice. More specifically, it strives to: a) equip students with knowledge, experience and skills for careers in which Counselling Psychology and Counselling are necessary, b) train specialists in Counselling Psychology and Counselling in order to work in universities, schools, hospitals,

health centers, organizations, businesses and other institutions of the public and private sectors, c) prepare specially trained professionals to reinforce the teaching staff of higher education institutions and   promote research and teaching in Counselling Psychology and Counselling, d) train post-graduate students for the role of researcher-practitioner, thus also equipping them with research abilities. Two options of specialization are offered, as two separate degrees: a) Counseling Psychology and b) Counseling. Graduates can continue for a Ph.D. Degree in these particular fields.

The Programme is governed by a Special InterDepartment Committee with the following members: Professors Thalia Dragona and Eugenia Flogaiti as well as Associate Professor Alexandra Androussou from the DECE, in addition to Professors Charalampos Poulopoulos (serving as Chair of the Committee), Theano Kallinikaki, and Assistant Professors, Eirini Katsama from the Department of Social Administration and Political Science of Democritus University of Thrace.

Administrative support is provided by the Secretariat of the DECE, Navarinou 13A, ground floor (Maria Iliopoulou, tel: 210-3688039, e-mail: marilis@ecd.uoa.gr). For details on the structure, courses and teaching staff, as well as application and selection procedures see the website   http://www.gcp.ecd.uoa.gr.

PH. D. STUDIES

The DECE offers a chance for doctoral studies in a wide variety of areas relevant to education. Applicants for a Ph.D. thesis must already hold a Master's degree of some sort. Selection of applicants takes place three times a year: in October, February and May. Applications along with all required documents are submitted to the Secretariat of the DECE 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 of 3.000 words, with a brief description of the topic of research within the context of the relevant literature (along with a list of relevant bibliographic sources) and an outline of the research methodology. Applications are evaluated by members of the academic staff, whose research and teaching are closest to the proposed research topic. Depending on the research interests of the faculty members, the Department has the opportunity to announce thematic areas that are suitable for doctoral dissertation.

The Program of Ph.D. Studies was evaluated in the academic year of 2013-14. Its regulations were updated in the academic year 2017-18 (see for details http://www.ecd.uoa.gr/?page_id=5691).

POSTDOCTORAL RESEARCH

The DECE invites Ph.D. holders to take up postdoctoral research on topics related to the research interests of the academic staff. The research project is supervised by a member of the academic staff, who must submit a proposal concerning a particular research topic to the General Assembly of the DECE for ratification. The DECE holds the right to ask the postdoctoral fellow to undertake teaching a course, if s/he desires, in collaboration with a member of the academic staff. However, no funding is available from the Department for both the research and teaching duties. Instead, applicants must seek funding on their own from various sources.

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

The period of doctoral studies ranges from a minimum of three (3) years to a maximum of five (5) years. Enrolment 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 English. More specifically, students accepted must have the following backgrounds: a) For the 'Counseling Psychology' option a first degree in Psychology. b) For the "Counseling" 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, more generally the Humanities and Social Sciences, as well as the School of Health and Welfare of Higher Institutes of Technology (ATEI in Greek).

ERASMUS PROGRAM

The European Union has organized two types of programmes in the context of its Lifelong Programme of Education (http://ec.europa.eu/education/lifelong-learning-programme/erasmus_en.htm) with the aim of promoting student mobility in higher education and work training. These two programmes are: a) the Erasmus/Studies Programme offering the chance for attending courses in a university of another country, and b) the Erasmus Student Mobility for Placements Programme providing the chance of work placement (traineeship/internship) in an enterprise or organization of another country. The University of Athens can fully participate in these programmes, as it holds an Extended Erasmus University Charter since 2007. Students at undergraduate, postgraduate and Ph.D. levels can participate in both of these programmes for a certain period.

The Erasmus/Studies program

The Program offers students 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 DECE and a Department 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 DECE. Courses successfully passed abroad are recognized by the DECE, as long as they can be roughly corresponded to courses taught by its academic staff.

Undergraduates can apply for participation from their second year on and only if at the time of application they have successfully completed a number of courses equivalent to those required in the first year of studies. Students in their fourth year of studies or beyond can also apply, but only if they have enough courses left to complete so as to replace them by the courses attended abroad. Students are accepted for a second chance to participate, only if there are unfulfilled places

Postgraduate students can apply only if they have passed at least half of the courses required for their Master's degree. Ph.D. students can be selected, only after permission by their three-member supervising committee as well as a report justifying the visit abroad as being relevant to the research topic. The report must also indicate the period abroad will be taken into account in the overall time required for completion of the thesis at the DECE. Choice of applicants is based on the grade of their first degree but also their Master's degree. All applicants must display certified competence in the language of the host university.

Students are supported by a scholarship, which covers only moving expenses but not the total cost of living abroad. The financial support offered varies, depending upon the cost of living in the host country. Provision of scholarships from Greek national sources does not cease during the stay abroad, but continues along with the limited Erasmus scholarships.

The DECE collaborates with the following universities: University of Eastern Finland, Université Charles de Gaulle-Lille III, Université René Descartes–Paris V, Universita degli studi di Padova, Europian University Cyprus, ISCTE-Instituto Universitario de Lisboa, University College London Institute of Education. Each year, at the start of the spring semester, an

invitation for applications to the programme is announced at the DECE's website, along with information on selection criteria.

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 matters in the websites of the participating universities, more particularly in sections on International Relations. 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 http://www.interel.uoa.gr/erasmus.html.

The Erasmus/Placement Program

The Program supports mobility of students for work training in enterprises, research centers and other organizations. It does not offer only work experience in an area of studies but also the chance for an acquaintance and an understanding of economic and cultural aspects of other European countries.

Students must seek an organization of training themselves and send a short CV to them describing 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).

Teaching laboratories

TEACHING LABORATORIES

Four laboratories function as teaching rooms and/or workspaces for students in some courses.

Computer Laboratory

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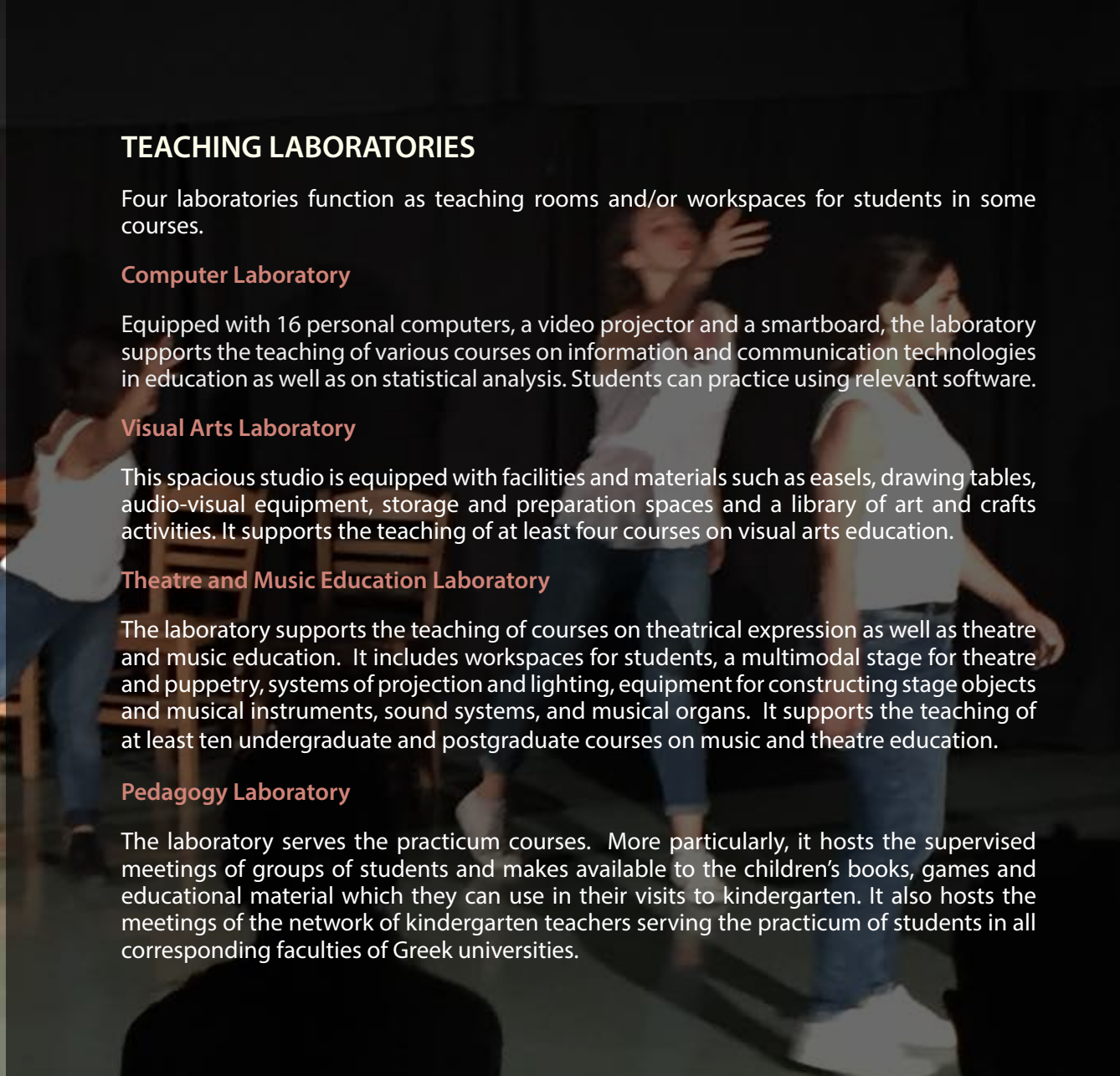
Visual Arts Laboratory

This spacious studio is equipped with facilities and materials such as easels, drawing tables, audio-visual equipment, storage and preparation spaces and a library of art and crafts activities. It supports the teaching of at least four courses on visual arts education.

Theatre and Music Education Laboratory

The laboratory supports the teaching of courses on theatrical expression as well as theatre and music education. It includes workspaces 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.

Pedagogy Laboratory

The laboratory serves the practicum courses. More particularly, it hosts the supervised meetings of groups of students and makes available to the children's books, games and educational material which they can use in their visits to kindergarten. It also hosts the meetings of the network of kindergarten teachers serving the practicum of students in all corresponding faculties of Greek universities.

Research activities

RESEARCH ACTIVITIES

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

POSTDOCTORAL RESEARCH

The DECE invites Ph.D. holders to take up postdoctoral research on topics related to the interests of the academic staff. The research project is supervised by a member of the academic staff, after a proposal ratified by the General Assembly of the DECE for ratification. The DECE holds the right to ask the postdoctoral fellow to teach a course, if s/he desires and always in collaboration with a member of the academic staff. However, no funding is available from the Department for the research and teaching duties. Instead, applicants must seek funding on their own if need be from various sources.

RESEARCH AND EDUCATIONAL INTERVENTION PROJECTS

The academic personnel has been involved over the years in many projects of research and intervention in education. These projects have been funded by a variety of sources, including 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.

The following 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 was funded by the Ministry of the Interior for the purpose of contributing to the educational programs of day-care centers 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 Programme for the Education of Muslim Children (http://www.museduc.gr/el). This programme was funded by the Ministry of Education for the Muslim minority of Thrace, the northeastern part of Greece. It began functioning in 1997 and has brought on a significant reorganization of the Greek-language curriculum of the Muslim minority schools.

More recently the DECE has become a partner in a project of the City of Athens, called Curing the Limbo: From apathy to active citizenship—Empowering refugees and migrants in limbo state to ignite housing affordability. The project with a total budget 6,214,668.33 euros is funded by Urban Innovative Action, a European Regional Development Fund for three years. Out of the 207 cities that applied for funding, "Curing the Limbo" was ranked first.   Partners include besides the DECE the NGOs Catholic Relief Services (IRC) and CARITAS/Hellas, the International Rescue Committee (IRC) and the civil society platform SynAthina. The project was launched on Nov. 1st, 2017 with the aim of empowering refugees who have been granted asylum to escape their state of "limbo". More particularly, it allows them to address, in collaboration with local citizens, various city and social needs in exchange of affordable housing. In this context an "Exit Limbo Lab" will offer classes on Greek and English, ICTs, audio-visual expression and creativity as well as services of mediation, psychosocial support, and legal aid. These activities aim at empowering the beneficiaries to gradually enter the labour market. Thalia Dragonas is coordinating the project on the part of the DECE, aided in more particular actions by Evangelia Kourti on the part of the MA programme "Information and Communication Technologies in Education", Alexandra Androussou on the part of the M.A. programme "Education and Human Rights", and Charalambos Poulopoulos on the part of the M.Sc. Programme "Counselling Psychology and Counselling in Education, Health and Work Settings". Maria Iakovou and Spyridoula Varlokosta from the Department of Philology (University of Athens) and Bessie Mitsikopoulou and Evdokia Karava from the Department of English Language and Literature (University of Athens), as well as the Hellenic League for Human Rights, are additional collaborators.

The following projects are also representative examples of research projects, presented according to their source of funding:
University of Athens Research Fund:

Low-budget projects of the Kapodistrias Program were undertaken by all members of the academic staff with titles such as the following: Victimizing 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 children's development. Theatrical expression of scientific ideas.

Later on the Kapodistrias Programme was transformed into projects of higher funding allotted only at the Department level. They included subprojects on the evaluation of the activities of the DECE and the construction of its website, but also topics such as The transition from experiential to school knowledge in the kindergarten: data from communicative practices in the classroom.

Competitive programmes of the Ministry of Education and the European Union (the so-called EPEAEK and ESPA projects) 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 Programmes (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).

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

Programmes of state institutions more generally, like the District Administration of the State of Attica, for the equipping of the DECE's laboratories.

RESEARCH CENTRES AND LABORATORIES

RESEARCH CENTRES AND LABORATORIES

RESEARCH LABORATORIES

Research laboratories are officially established academic units with the purpose of undertaking educational intervention and research. Seven laboratories function in the DECE, partly as extensions of previously organized Research Centres. They collaborate with each other whenever deemed useful. Overall, they serve the following functions: Supporting and reinforcing the teaching activities of the DECE; Developing research and new knowledge; Developing the laboratory/workshop character of courses via methodological tools which link educational theory with teaching practice; Developing the research character of courses: acquainting undergraduates with research principles and methods and also supporting the projects undertaken by postgraduate and doctoral students; Guiding the practicum of students in the particular field of each laboratory; Designing and carrying out educational interventions as well as constructing educational materials; Providing chances for the life-long education of teachers; Promoting scientific exchange via symposia, invited lectures and publications; Collaborating with research centres and academic inistitutions in Greece and abroad; Serving social and educational needs upon demand of other agencies and groups; Developing all-purpose and above all specialized research and professional skills in order to support students in finding a job after finishing their studies.

Laboratory of Intercultural Education and Educational Intervention

Stadiou 5, 7th floor.

The Laboratory focuses upon issues raised by the ethnocultural diversity of modern societies. Educational institutions and systems in the West are increasingly faced with student populations of quite diverse languages, religions, and ethnicities. They thus need to find ways to successfully integrate "different" groups into school and society more generally. Issues of such integration are at the centre of attention in contemporary scientific exchanges. Because of their complexity, they often require interdisciplinary research and raise immense theoretical challenges. In addition, managing of ethnocultural diversity is a particularly important component of teacher training. The Laboratory continues the

rich and multifaceted body of research, educational activities and materials previously undertaken by the Centre for Intercultural Research and Educational Intervention. Its most characteristic work is the long-term programme organized since 1997 by the Ministry of Education for the improvement of education for the children of the Muslim minority in Thrace. Overall, its research interests lie in the following issues: Identity and otherness; School integration and exclusion; Discrimination, xenophobia, and racism; Educating children with a first language other than that of the school; Collaboration of the school with families; Minorities, immigrants and human rights.

Laboratory of Special Education, Inclusive Education, and Disability Studies

5 Stadiou St., 7th floor.

The Laboratory promotes the development of inclusive education and social inclusion of disabled students. It also focuses on Disability Studies. It aspires to serve as a vehicle for social change, in regard to the acceptance of disability and the elimination of discrimination and exclusion of disabled people. In fact, the innovations that inclusion introduces to education via interdisciplinary approaches, novel teaching strategies and pedagogic practices, make inclusion and any institution supporting it possible sites of remodeling the educational system as well as society more generally. The Laboratory is a continuation of the Centre for Research, Assessment and Implementation of Inclusive Educational Programs, exploiting, in fact, the rich research and educational output of the Centre. More particularly it has the following aims: Developing research and policies in inclusive education; Publishing The Laboratory promotes the development of inclusive education and social inclusion of disabled students. It also focuses on Disability Studies. It aspires to serve as a vehicle for social change, in regard to the acceptance of disability and the elimination of discrimination and exclusion of disabled people. In fact, the innovations that inclusion introduces to education via interdisciplinary approaches, novel teaching strategies and pedagogic practices, make inclusion and any institution supporting it possible sites of remodeling the educational system as well as society more generally. The Laboratory is a continuation of the Centre for Research, Assessment and Implementation of Inclusive Educational Programmes, exploiting, in fact, the rich research and educational

output of the Centre. More particularly it has the following aims: Developing research and policies in inclusive education; Publishing books for teachers and parents; Training and life-long education of teachers on matters of inclusion; Planning and carrying out model programmes of inclusion.

Environmental Education/Education for Sustainable Development Research Laboratory

Director: Professor P.Pandidos, Navarinou 13a, 3rd floor.

http://ee-esdlab.ecd.uoa.gr/en/activities.html

The Laboratory continues the rich tradition of research and educational interventions of the Centre for Research in Environmental Education. More particularly, it aims at the following: Promoting research related to teaching/learning processes; Raising awareness of environmental issues in students and other populations and more generally carrying out research necessary for the development of science and education at a national level; Planning and developing educational programs and activities relevant to environmental education and communication and more generally to education for sustainable development in formal and informal education and communication; Encouraging research and supporting its applications in basic education but also the life-long professional education and development of teachers.

Laboratory of Counseling and Promoting Psychosocial Development

Director: Assistant Professor Lida anagnostaki, Stadiou 5, 7th floor.

The Laboratory continues the important work carried out since 1995 in the DECE on counselling and promotion of the psychosocial development of the students and alumnae of the Department. It is staffed at voluntary basis by undergraduate and post-graduate students of DECE, under the supervision of Assistant Professors Lida Anagnostaki and Kalliroi Papadopoulou. It aims at promoting the psychosocial and educational needs of the

DECE students by offering information on the studies in the DECE, post-graduate options and professional development, as well as peer-counseling. The Laboratory organizes seminars of interest to the students, such as seminars on study skills, stress management, self-assertion, etc. It also organizes research and other activities on thematic areas relevant to DECE's profile such as play, intervention studies, developmental disabilities etc.

More information can be found at https://www.facebook.com/sykeom

Laboratory of Applied Statistics and Information and Communication Technologies in Education

Director: Professor V. Gialamas, 31 Ippokratous, 1st floor.

In contemporary societies, Information and Communication Technologies (ICTs) constitute invaluable tools for teaching and learning but also dynamic means for managing and evaluating educational activities and processes at the level of pedagogic praxis or research. In addition, applied statistics provides future teachers with foundational knowledge of research methodology, thus enabling their continuous improvement at work and further education. The Laboratory has the following more specific aims: To encourage research on learning and teaching processes but also conditions contributing to the development of skills in applied statistics and ICTs in students and other populations; To support the planning and developing of educational programs and activities of Applied Statistics and ICTs in formal and informal education and communication, particularly at the early school level.

Pedagogy Laboratory

Director: Associate Professor V. Tsafos, Navarinou 13a, 3rd floor.

The Laboratory serves academic and research needs. These include the practicum of undergraduate and postgraduate students and their support with educational material, the development of educational and research material, the support of the network of kindergarten teachers collaborating with the DECE. They also includes the cultivation of a critical perspective on pedagogic practice by acquainting students with actual teaching but also relevant theory and its applications, as well as by promoting self-learning and initiative via individual or group projects. Overall, the Laboratory aims at research in the following areas: Teaching and learning processes; Issues in formal and informal education and communication; Life-long professional training of teachers; Inclusive, differentiated and critical pedagogy.

Social Research and Education Laboratory

Director: Associate Professor M. Leontsini, Stadiou 5, 7th floor.

The laboratory's interests lie in the following areas: Sociology of Education, Childhood, Gender and Educational Policy. It focuses on institutions and practices which produce and reinforce social inequalities, hierarchies and social discrimination. Inequalities in education take multiple forms in today's globalized and multicultural world, which is moreover plagued by deep economic and social crises. Issues of social inequalities and hierarchies are of the utmost importance in the training of teachers. Therefore, the development of theoretical and research tools for studying contemporary social phenomena and changes are a fundamental prerequisite for understanding but also restricting inequality and discrimination, especially in education. Research and intervention projects focus upon the following: Inequalities of gender, social class and ethnicity; Relations of educational institutions with the economy and the labour market; The construction of social hierarchies and power relations especially in education; Childhood as a social category and relevant institutions; Education and human rights; Construction of identities in learner/educational settings.

RESEARCH CENTRES

The Greek Centre of the International Association for the Evaluation of Educational Achievement and Educational Policy (IEA)

Director: Professor Vassilis Gialamas, 31 Ippokratous, 1st floor.

The Greek IEA initiated its activities in the academic year 1986-87 at the University of Patras. It moved to the DECE in the University of Athens in 1996 along with its director Professor G. Kontogiannopoulou-Polydorides. It has collaborated with a significant number of associates – researchers and professors of Greek and foreign Universities. The IEA is a transnational network involving nearly five decades researchers, educators and educational policy experts. It has studied roughly 60 educational systems and has completed over 20 cross-national studies. IEA's studies record, correlate, clarify, interpret and provide the research community and educational systems with data and analyses regarding the factors contributing to school success or failure as well as particular types of educational practice. Its studies have focuses on curricula and textbooks, students' achievement in specific tests, the social and cultural environment of education, student's and teachers' concepts, attitudes and educational strategies, the social and cultural environment of schools, their practices and climate. The Greek Centre has been mainly interested in how socioeconomic background, cultural characteristics and educational strategies and practices relate to school success or failure. It has also focused on the relation of the school to social structure, given 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 DECE, particularly in the courses "Sociology of Education", "Research Methodology" and "Educational Policy". The following studies are representative of its work.

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 study explored students' social characteristics as well as school factors which relate to students' achievements in cognitive tests requiring understanding of written texts in 31 countries. 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 and was mainly carried out in December 1990, the Year of World Literacy. It has resulted in several publications in Greek and English.

1.2 Third International Mathematics and Science Study (TIMSS): (1990-1998) (Partial Funding: Ministry of Education, General Secretariat for Research and Technology). It evaluated students' knowledge in mathematics and science and investigated how such knowledge relates to 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.

1.3. Civic Education Study (CivEd): (1992-2004) (Partial Funding: General Secretariat for Research and Technology, University of Athens). It explored the political socialization of students regarding basic concepts, institutions and practices of democracy. It investigated besides students' knowledge their construction of concepts, opinions, attitudes and practices in many (mostly European) countries. It started in 1998 with the principal aim 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). In Phase 2, the main study investigated 150 schools and 3.889 students from all over Greece.

1.4. Progress in Reading Literacy Study (PIRLS): (1999-2005) (Partial Funding: Ministry of Education, University of Athens). It explored the relationship between students' social, family and school environment and their reading abilities in primary school, more specifically in 4th grade. At this age students were expected to have acquired coding/decoding processes but to also demonstrate differentiations in reading capacities due to the family and school environment. The sample of 145 schools with about 20 students per class was taken as representative of geographic and socio-economic differences. The study was conducted in May 2001 through weighted questionnaires addressed to students,

their parents, 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.

1.5. International Civic and Citizenship Education Study (ICCS): (2006-2011) (Partial Funding: European Union). It investigated how young people are 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, students' interest and disposition to engage in public and political life, factors within and across countries related to the degree of such 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 affect 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 behaviors of Greek teenagers 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 8th and 9th grades of junior high school. The sample was representative of geographic and socio-economic differences. The study employed questionnaires for students, teachers and school principals.

2. Studies in the context of the European Union

2.1. European Project for studying international (university) student mobility (ADMIT) (1998-2000) (Funded by the Targeted Socio-Economic Research Program of the European Union). The study described opportunities of access to European higher education institutions as well as difficulties and problems encountered by attempts to develop organized as well as free student mobility in England, France, Germany, Greece and Sweden. The Greek team's findings show that student mobility from and towards Greece is related to ambiguous yet real 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 its status, (c) the particular Department's (or Department) scientific specialization and its

status, (d) the social status of students, their ambitions for social mobility and the extent to which this is actually possible through education.

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 explored innovation in schools and factors contributing to them. It identified characteristics and practices of the social environment and educational agents as well as practices of creative teaching and learning at the classroom and school levels. It assumed that innovations improve student achievement or do so indirectly, i.e. via characteristics of the school or classroom (such as ways of teaching) which enhance student knowledge and skills. The study was undertaken in the Netherlands, England, Portugal, Greece, Finland, Belgium, Italy and Spain. Its Greek part showed that in a centralized educational system, central agents play a critical role (for instance the Ministry of Education or the Pedagogical Institute) in either promoting or obstructing innovative practices. It also pinpointed gaps in this centralized "supervision", which play an important role in allowing teachers to introduce innovative practices, as well as the significance of guidance and support from high ranking officials ("paternalism" and authority).

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 explored social and institutional factors determining how 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 changed 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 a 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.

STUDENT INFORMATION

STUDENT INFORMATION

The following information concerns the structure, length and requirements of the undergraduate program of studies, registration procedures, bibliographical and electronic support of courses, student's communication with the academic staff, library facilities and reading rooms as well as counseling services offered by the DECE. It also provides details on various services offered to students by the University of Athens as a whole, 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 equivalent to at least 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 for courses concerned with the practical training of students for teaching and research (see the detailed description of such practicum courses earlier in this Guide).

Each academic year consists of two semesters, termed winter and spring. As holds more generally 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 of the winter and spring terms.

REGISTRATION OF STUDENTS, COURSES, AND TEXTBOOKS

Students must register each year and semester for the following:

First-year students must register for the overall program. Details on dates, requirements and means of registration are announced by the Secretariat typically in September.

In addition, 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 first become

briefly acquainted with various elective courses before they decide which ones to 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 for elective courses is only a suggestion for what would be an optimal sequence of courses.

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 RESOURCES

Teaching of courses is typically supported by reading material and an electronic site. The 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). Reading material is announced at the beginning of the course in the electronic class (E-class) system operated by the University of Athens. The E-class site shows courses by name and Department. It allows displaying of many sorts of information regarding each course, such as announcements, the lectures themselves in PowerPoint format, bibliography, project assignments etc. Many of the courses of the DECE 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. The rest of the reading material can be typically 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 enrolled for a second first degree. In addition, the number of textbooks provided to each student cannot exceed the number of courses required for the degree in each Department (i.e. for additional elective courses). For textbooks, more particularly legislation requires the academic personnel to suggest at least two 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, 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 on the Eudoxus site but also Table 10 outside the Secretariat of the DECE. 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.

COMMUNICATION WITH THE ACADEMIC STAFF

The academic staff's offices are open to students during hours of the week, specified by each member to the staff according to his/her program of duties. Details change each semester and are announced at the beginning in Table 2 outside the Secretariat, the staff's offices and the DECE electronic site. Additional hours can, of course, be arranged whenever necessary and students are strongly advised to seek their teachers for guidance. First-year students are provided with an advisor on how to arrange their personal curriculum of courses and more generally on how to adjust to the DECE. Each member of the academic staff is thus allotted 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 DECE library serving students at the undergraduate and postgraduate levels, b) the reading rooms of the postgraduate programs hosted by the DECE, and c) a notable number of libraries in other Faculties of the University of Athens.

The School of Education Library

The library is located at 4 Dragatsaniou St. 1st floor. The School of Education has merged the two independent libraries of its two Faculties, i.e. Early Childhood Education and Primary Education into one. The reading material of the 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 almost all of the rest in English. Many scientific journals are available electronically through the University Library site (www.lib.uoa.gr) and can be downloaded via the computer facilities of the library. The same site allows searches for books and journals in the various libraries of the University overall as well as other higher education libraries in Greece.

Material is loaned 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 via a magnetic card bought from the library staff. Information on details of loaning is provided by the staff. Library hours are Monday to Friday from 9:00-21:00, but only until 16:00 during holidays and the summer. However, the move to a new building has temporarily halted the functioning of both libraries of the School of Education.

Postgraduate reading rooms

The postgraduate libraries mainly serve students following the M.A. programs and also serve as reading rooms. They are located at 5 Stadiou St, 7th floor.

Other libraries and reading rooms of the University of Athens

Students can also visit any of the libraries of the University (http://www.lib.uoa.gr/) such as the following Schools, especially the following with material relevant to the DECE teaching and research activities

in the School of Philosophy Zografou Campus, tel.: 210-72 77605. Monday to Friday 8:30 - 18:00

Library of the School of Economic and Political Science, 42-44 Aeolou St. 5th floor, Tel: 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 DECE at the center 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 COUNSELING CENTER

The Peer Counseling 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 DECE. It serves students not only from the DECE but also the University of Athens as a whole. It was established in order to meet the needs of incoming students particularly in their attempt to adjust to student life, select courses, plan postgraduate studies and other future undertakings. It offers emotional support as well as services of information and orientation. In addition, the Center's Counseling Services offer seminars for informing students on issues such as building self-esteem, assertiveness training, vocational development, managing of stress and developing communication skills. Since the academic year 2007-2008 counseling 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 at 5 Stadiou Street, 7th floor. Contact: sykeom@ecd.uoa.gr. More information can be found at https://www.facebook.com/sykeom

SERVICES BY THE UNIVERSITY OF ATHENS

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 students' needs in the University, mobility of students between home and classes, supporting technology, textbooks, sign language services, student volunteers, psychological counseling, etc. In each Department 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: 2107275687. Fax: 2107275193, e-mail: access.uoa.gr, http://access.uoa.gr,

STUDENT UNION

The Student Union at 15 Ippokratous St. hosts 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.

Meals Department

5th floor, tel.: 210-3688216
The Department provides students of low economic status with a card which offers them meals free of charge in certain restaurants and cafeterias of the University.

Students' Reading Rooms

2nd and 4th floor, tel.: 210- 3688219, 210-36 88213
Students can study in the reading rooms either with their own books or of the libraries.

Music Department

4th floor, tel.: 210-36 88229
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 88227
The Office of Public Relations organizes cultural activities. The Office of Work Placement helps students find work and housing.

Students' Cultural Club

Mezzanine, tel.: 210-36 88205.

The club includes four departments: Theatre, Dance, Film, and Photography. It also organizes various cultural activities in collaboration with the Public Relations Office.

Student Support Fund

4th floor, tel.: 210-36 14 504, 210-36 30069
The Fund functions as an independent service of the University for providing moral and material support, including financial aid, to students in need especially in cases of emergency.

Institute of Foreign Languages

The Institute functions as an independent academic department of the University, offering courses on a notable number of foreign languages. It 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 participating 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 7 & Stadiou 5, Tel.: 210-36 13 261, 210-36 88 204.

University Sports Centre

Students can participate in one or more sports 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.

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