

# STUDY GUIDE

## 2024-2025

### DECE NKUA

NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS  
SCHOOL OF EDUCATIONAL SCIENCES  
DEPARTMENT OF EARLY CHILDHOOD EDUCATION





## NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS

NOTE: A list of addresses and phone lines for faculty and administrative staff will be issued upon completion of the relocation of DECE/NKUA services and offices. For up-to-date information on temporary facilities, staff phone numbers, etc., see the department's website: [www.ecd.uoa.gr](http://www.ecd.uoa.gr).

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# **1. DEPARTMENT'S OVERVIEW**

## **1.1 Name of the Department**

Department of Early Childhood Education (DECE) (Presidential Decree 312/1997, Government Gazette 221/29-10-1997, Issue A)

## **1.2 Establishment**

Until the 1980s, 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 high education programs were established with the aim of scientifically based training of teachers. Greece was one of the first European countries to undertake such teacher training, 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 1268/1982 (article 46, Government Gazette 87/16-7-1982, Issue A) and the Presidential Decree 320/1983 (article 2, Government Gazette 116/07-09-1983, Issue A), 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 improving education and its pedagogic needs; d) to contribute to solving pedagogic problems in general.

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 specifically, the Department of Early Childhood Education was established at the University of Athens in the academic year 1987-1988, bearing its first graduates in 1991. In October 1997, it was renamed Department of Early Childhood Education (DECE) with the Presidential Decree 312/1997 (Government Gazette 221/29-10-1997, Issue A). Following Law 4009/2011, its amendments and Presidential Decree 85/2013 (Government Gazette 124/3-6-2013, Issue A), DECE operates within the School of Educational Sciences:

## **1.3 Teaching and research activities**

As the study of education requires the contribution of various disciplines, the academic staff of 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.

Since its establishment, DECE is involved, to begin with, in four post graduate programs. 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" and b) "Special Education."

In the academic year 2005-06, the interdepartmental program "Information and Media Technologies in Education" was established. It was co-organized with the Department of Communication and Mass Media of the National and Kapodistrian 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). The MSc was re-established in the academic year 2014-2015.

Finally, in the academic year 2009-10, the inter-university-interdepartmental postgraduate program "Counseling Psychology and Counseling in Education, Health and Work Settings" was launched in cooperation with the Department of Social Management of the Democritus University of Thrace, with the administrative support of DECE. From the academic year 2020-21, the MSc "Counseling" started to operate, which is an evolution of the above MSc.

In addition, DECE has integrated the Institute of Lifelong Education of Kindergarten Teachers of Athens ("Didaskaleion" in Greek), which was established by the Ministry of Education in

1995. Since the academic year 2011-12, following legislative intervention by the competent Ministry, the Institute of Lifelong Education of Kindergarten Teachers of Athens stopped accepting teachers for training. Currently, a decision is pending on its transformation into a broader training institution or its abolition.

Since 1997, 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, which have now been completed.

DECE also hosts the Greek Research Center of the International Association for the Evaluation of Educational Achievement (IEA).

Finally, since the academic year 2014-15, the following Laboratories have been established at DECE, which continue the activities of the Research Centers that have been operating in the Department since its establishment:

- Intercultural Education and Educational Intervention, Rectorial Act 90/2015 (Government Gazette 1514/20-7-2015, Issue B) and (Government Gazette 2029/17-9-2015, Issue B)
- Counseling and Promotion of Psychosocial Development, Rector's Act of Establishment 91/2015 (Government Gazette 1534/22-7-2015, Issue B) and (Government Gazette 2029/17-9-2015, Issue B)
- Environmental Education / Education for Sustainable Development (EE/ESD), Rectorial Act 92/2015 (Government Gazette 1514/20-7-2015, Issue B)
- Special Education, Inclusive Education and Disability Studies, Rector's Act of Establishment 93/2015 (Government Gazette 1514 /20-7-2015, Issue B)
- Pedagogical Laboratory, Rectorial Act 151/2015 (Government Gazette 2451/13-11-2015, Issue B)
- Applied Statistics and Information and Communication Technologies in Education, Rectorial Act 155/2015 (Government Gazette 2451/13-11-2015, Issue B)
- Social Research and Education, Rector's Act of Establishment 156/2015 (Government Gazette 2451/13-11-2015, Issue B)

DECE in the academic year 2014-15 proposed the establishment of the following three areas:

- Science and arts: educational practices and innovations
- Child development-Differentiated, special and inclusive pedagogy
- Childhood, education and society

## **1.4 Objectives**

DECE has the privilege of offering a professionally oriented degree. It is not, however, a professional school but a university unit that cultivates scientific education and, through it, ensures the training relevant to the profession of a kindergarten teacher. The synthesis of scientific knowledge and professional training, or, in other words, the synthesis of theory and practice, is a basic principle of the Department. It is impossible to prepare for the difficult and highly responsible profession of a kindergarten teacher without theoretical and methodological training.

The aim of DECE is to train scientists and professionals with a critical understanding of social and educational reality. Specifically, students of DECE develop knowledge, skills and competences that enable them to participate in educational and social research and to be dynamically involved in different educational organizations and institutions.

## **1.5 Knowledge**

DECE develops knowledge in the fields of Education, Humanities and Social Sciences, Psychology, Natural Sciences, Mathematics and Arts. This basic knowledge is a fundamental theoretical component of teachers' scientific identity. The special emphasis on Scientific Research Methodology favors a critical understanding of the theories and principles that constitute the above fields of knowledge.



## **1.6 Skills**

The students of DECE understand and analyze complex concepts of the Sciences of Education, are able to approach and interpret complex social and educational phenomena, and critically evaluate processes, practices and policies developed in the areas of formal and non-formal education. The interdisciplinary approach, which is fostered by the cooperation and dialogue between the different fields of knowledge that make up DECE, enhances the understanding of educational phenomena and develops skills for the analysis of complex social issues, such as those related to human rights.

## **1.7 Competences**

The graduates of DECE develop competencies that allow them to practice the profession of kindergarten teacher skillfully. In addition, they develop a reflective capacity with regard to educational practices on specific issues such as the importance of social inequalities in the educational pathway, ethnocultural, religious and gender diversity and the environment. They also have the ability to plan and develop actions in an educational context and are able to participate in research relevant to the subjects treated in the Department.

DECE has undertaken a systematic internal evaluation of its teaching, research and administrative activities since 2009 for continuously restructuring its Curriculum and its general operation.

In this context, it also successfully completed the external evaluation process in October 2013 (see [http://www.ecd.uoa.gr/?page\\_id=235](http://www.ecd.uoa.gr/?page_id=235)).

Finally, in 14/10/2020, a decision on the accreditation of the Undergraduate Studies Program was issued by the Evaluation and Accreditation Council of the National Authority for Higher Education which certifies that DECE fully complies with the principles of the Quality Program and the Quality Assurance Principles of the European Higher Education Area (ESG 2015) for level 6 of the National and European Qualifications Framework (see [https://www.ecd.uoa.gr/?page\\_id=235](https://www.ecd.uoa.gr/?page_id=235)).

# **2. 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 as a scientific discipline and provides a single degree. However, the degree can have sections or specializations. Moreover, each Department can be composed of various Divisions. Finally, faculties of related disciplines can form a School. DECE operates as a Department within the School of Education.

## **2.1 Administration**

According to the current institutional framework, the governing bodies of DECE are the President and the General Assembly.

The President and the Vice President of the Department are elected by all the faculty members of the Department by direct and secret ballot, which is conducted exclusively through electronic voting, for a two-year term of office and with the following responsibilities: (a) convene the General Assembly, draw up the agenda, appoint a member of the Assembly as rapporteur for the issues, chair the Assembly's proceedings and introduce the issues for which no other member of the Assembly has been appointed as rapporteur; (b) ensure the implementation of the curriculum, the educational activities and the Internal Regulations; (c) set up committees to study or deal with specific issues within the competence of the Department; (d) forward the views of the General Assembly to the Dean; (e) prepare an annual report on the activities of the Department and forward it to the Dean; (f) prepare an annual report on the activities of the Department and forward it to the Dean.

The General Assembly of the Department consists of the professors, the President and the

Vice President, the student representatives (15% of the total number of members of the Assembly), one representative per category of the members of the Special Education Staff (SES), the members of the Laboratory Teaching Staff (LTS).

The Assembly of the Department has, among other things, the following responsibilities: (a) implement and evaluate the curriculum; (b) appoint the lecturers of the courses in the curriculum; (c) select and approve the textbooks for each course in the curriculum; (d) give an opinion to the Dean's Office on ways to improve the curriculum; (e) set up teams for the internal evaluation of the curriculum, (f) recommend to the Rector the advertisement of teaching/student positions; (g) formulate the general educational and research policy of the Department and the course of its development within the framework of the policy of the Faculty and the Foundation; and (h) award the degrees of the study programs organized by the Department.

The School is the next higher administrative unit of the University. DECE is under the jurisdiction of the School of Education, whose administrative bodies are the Dean, the Dean's Office and the Faculty Assembly. DECE participates in the Dean's Office through its President and in the Faculty Assembly through the faculty members of the Department.

In the central administrative units of the University, DECE participates through its President in the Senate.

## **Academic year 2024-2025**

School of Education Dean  
Vassilis Tsafos

President of DECE  
Alexandra Androussou

Vice President of DECE  
—

Secretary of DECE  
Anastasia Gontika

## **2.2 Administrative support staff for education and research**

### **2.2.1 Permanent and temporary staff**

Anastasia Gontika, Secretary

Stavroula Georgopoulou

Maria Iliopoulou

Vasiliki Kolatsou

Simeon Koutsouvelis

Vasiliki Nasioka (unpaid leave)

Ioanna Nikolidaki

Eleni Sotiriou

Paraskevi Tabaki (on secondment)

### **2.2.2 Temporary staff**

Theophanis Ketas  
Aikaterini Micha  
Serife Sirak

### **2.2.3 Library staff**

Eleni Christodoulou

## **2.3 Teaching Staff**

### **2.3.1 Faculty members**

#### **Professors**

Angela Yannicopoulou (Children's Literature)  
Fotini Assimakopoulou (Modern and Contemporary History)  
Evi Zambeta (Comparative Education)  
Vassilis Tsafos (Pedagogical Theory and Curricula)  
Alexandra Androussou (Teaching Methodology and Educational Material Development)  
Nelli Askouni (Sociology of Educational Practices)  
Mary Leontsini (Gender and Cultural Studies)  
Vasiliki Tsakona (Social and Educational Approaches to Language)  
Georgia Liarakou (Education for the Environment and Sustainability)

#### **Associate professors**

Maria Sfyroera (Modern Pedagogical Approaches)  
Evdoxia Nteropoulou-Nterou (Special Education with Emphasis on the Pedagogy of Inclusion)  
Kallirroï Papadopoulou (Developmental Psychology with Emphasis on Early Childhood)  
Nikolaos Bozatzis (Social Psychology - Qualitative Approaches)  
Ioannis Christakos (Education in Visual Arts)  
Myrto Pigkou-Repousi (Theater in Typical and A-typical Education: Theory, Research and Practice)

#### **Assistant professors**

Alexandra Vassilopoulou (Sociology of School Practices)  
Lida Anagnostaki (Psychodynamic Approaches in Developmental Psychology)  
Panagiotis Pantidos (Teaching of Science in Primary Education)  
Vasia Lekka (Sociology-Sociology of Childhood)  
Petros Charavitsidis (Critical Theory and Educational Practice in School Contexts)

### **2.3.2 Special Education Staff (SES)**

Olympia Agalianou (Teaching of Movement and Music)  
Despina Akriotou (English Language)  
Panagiota Giannouli (Theater in Formal and Non-formal Education)

### **2.3.3 Laboratory Teaching Staff (LTS)**

Dionysis Manesis (Statistical Data Analysis and Educational Technology)  
Iro Voulgari (Information and Communication Technologies in Education)  
Emilia Fakou (Sociology of Pedagogical Practices)  
Anastasia Kyriakopoulou (Cognitive Psychology and Education)  
Cleopatra Nikolopoulou (ICT in Education)  
John Starakis (Science Teaching)

Eleni Tsalagiorgou (Pedagogical Theories and Teaching Practices in Teacher Education)  
Chrysa Kouraki (Children Literature Teaching)

#### **2.3.4 Emeriti/ae professors who have been assigned to teach courses**

Kyriakos Athanasiou, Professor Emeritus of DECE  
Evangelia Kourti, Professor Emerita of DECE  
Dimitris Chasapis, Professor Emeritus of DECE

#### **2.3.5 Lecturers from other Departments of the School and Universities to whom the teaching of courses has been assigned**

Alexandros Kapsokavadis, SES member at NKUA  
Georgios Tsitsas, faculty member at Harokopeio University

#### **2.4 Seconded primary school teachers**

Stefania Vouvousira

#### **2.5 Adjunct lecturers**

Avgeridi Emmanouil (History)  
Chronaki Despina (Childhood and the media)  
Giannoulatou Ioanna (Science Communication)  
Godelos Angelos (Research Methodology: Quantitative Methods)  
Kouloumpou Dimitra (Fundamental concepts of mathematics)  
Panagopoulos Panagiotis (Linguistics)

### **3. BUILDINGS**

NOTE: A list of addresses and phone lines for faculty and administrative staff will be issued upon completion of the relocation of DECE/NKUA services and offices. For up-to-date information on temporary facilities, staff phone numbers, etc., see the department's website: [www.ecd.uoa.gr](http://www.ecd.uoa.gr).

DECE is housed in the center of Athens in the following buildings:

#### **NEW CHEMISTRY BUILDING, 13A NAVARINOU STR.**

Ground floor:

Department Secretariat

MSc's Secretariats:

Secretariat of the MSc "Information and Communication Technologies for Education"

Secretariat of the MSc "Counseling Psychology and Counseling in Education, Health, Work" and the new MSc "Counseling."

Secretariat of the MSc "Education and Human Rights"

Classrooms:

3rd floor: hall GA (Delmouzou), GD (Glinou), Paidousi and Imvrioti

2nd floor: large amphitheater (MANX)

Ground floor: small amphitheater (maNX)

Basement: Theater and Music Workshop, Y3 (Polyxeni Mattei) and

Laboratory of Applied Statistics and ICT in Education, YA1 and auditorium Y.

3rd floor:

Academic personnel and Professor Emeriti/ae offices

Laboratory of Environmental Education/Education for Sustainable Development (EE/ESD)

Laboratory of Pedagogy

## **5 STADIOU STR. BUILDING**

7th floor:

Classroom 705

Classroom 711

Laboratory of Intercultural Education and Educational Intervention, office 704

Laboratory of Counseling and Promotion of Psychosocial Development, offices 713,714

Laboratory of Special Education, Inclusive Education and Studies in Disability, offices 707 & 709

Laboratory of Social Research and Education, Office 708

Visiting Academic Staff, office, Office 710

MSc "Special Education" office (Office 719)

Internship Office of the MSc "Counseling", office 715

Counseling Center for Peers, offices 713-714

Postgraduate Programs Reading Room, offices 717-718

Ground floor: Laboratory of Visual Art

## **31 IPPOCRATOUS STR. BUILDING**

Lecturers' offices: 1st, 2nd, 3rd, 4th & 5th floor

## **4 DRAGATSANIOU STR. BUILDING**

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

# **4. ADDRESSES AND TELEPHONE NUMBERS OF ADMINISTRATIVE STAFF**

### **Secretary of the Department**

|                   |         |                |                                |
|-------------------|---------|----------------|--------------------------------|
| Gontika Anastasia | 3688043 | gontika@uoa.gr | 13a Navarinou Str.<br>Office 4 |
|-------------------|---------|----------------|--------------------------------|

### **Administrative staff**

|                        |         |                    |                                |
|------------------------|---------|--------------------|--------------------------------|
| Georgopoulou Stavroula | 3688038 | genimal@ecd.uoa.gr | 13a Navarinou Str.<br>Office 2 |
|------------------------|---------|--------------------|--------------------------------|

|                  |         |                    |                                |
|------------------|---------|--------------------|--------------------------------|
| Iliopoulou Maria | 3688039 | marilis@ecd.uoa.gr | 13a Navarinou Str.<br>Office 2 |
|------------------|---------|--------------------|--------------------------------|

|                   |         |                      |                                |
|-------------------|---------|----------------------|--------------------------------|
| Kolatsou Vasiliki | 3688055 | vkolatsou@ecd.uoa.gr | 13a Navarinou Str.<br>Office 3 |
|-------------------|---------|----------------------|--------------------------------|

|                     |         |                    |                                |
|---------------------|---------|--------------------|--------------------------------|
| Koutsouvelis Simeon | 3688044 | simeonk@ecd.uoa.gr | 13a Navarinou Str.<br>Office 2 |
|---------------------|---------|--------------------|--------------------------------|

|                   |  |  |              |
|-------------------|--|--|--------------|
| Nasioka Vassiliki |  |  | Unpaid leave |
|-------------------|--|--|--------------|

|                   |         |                   |                    |
|-------------------|---------|-------------------|--------------------|
| Nikolidaki Ioanna | 3688063 | inikol@ecd.uoa.gr | 13a Navarinou Str. |
|-------------------|---------|-------------------|--------------------|

## Office 2

|                  |         |                   |                              |
|------------------|---------|-------------------|------------------------------|
| Sotiriou Eleni   | 3689312 | epimus@ecd.uoa.gr | 5 Stadiou Str.<br>Office 719 |
| Tabaki Paraskevi |         |                   | on secondment                |

## Temporary staff

|                  |         |                            |   |
|------------------|---------|----------------------------|---|
| Ketas Theophanis | 3688058 | thketas@ecd.uoa.gr         | 13a Navarinou Str.<br>Office 2                        |
| Micha Aikaterini | 3689311 | kmich@ecd.uoa.gr           | 5 Stadiou Str.<br>7 <sup>th</sup> floor Office<br>719 |
| Sirak Serife     | 3689313 | spoydastirio.pms@gmail.com | 5 Stadiou Str.<br>7 <sup>th</sup> floor Office<br>718 |

## Library of the School of Education

|                     |         |                 |                                  |
|---------------------|---------|-----------------|----------------------------------|
| Christodoulou Eleni | 3689603 | ehristod@uoa.gr | 4 Dragatsaniou Str.<br>1st floor |
|---------------------|---------|-----------------|----------------------------------|

## 5. ADDRESSES AND TELEPHONE NUMBERS OF TEACHING STAFF

### Academic Staff

|                       |                    |                         |   |
|-----------------------|--------------------|-------------------------|---|
| Anagnostaki Lida      | 3689552            | lanagnostaki@ecd.uoa.gr | 31 Ippocratous Str.<br>5 <sup>th</sup> floor  |
| Androussou Alexandra  | 3688543            | alandr@ecd.uoa.gr       | 31 Ippocratous Str.<br>4 <sup>th</sup> floor  |
| Assimakopoulou Fotini | 3688054            | fasimakop@ecd.uoa.gr    | 15 Ippocratous Str.<br>1st floor  |
| Askouni Nelli         | 3688546            | naskouni@ecd.uoa.gr     | 31 Ippocratous Str.<br>4 <sup>th</sup> floor  |
| Bozatzis Nikolaos     | 3688531            | nikobo@ecd.uoa.gr       | 15 Ippocratous Str.<br>3 <sup>rd</sup> floor  |
| Charavitsidis Petros  | 3688522            | pcharavits@uoa.gr       | 31 Ippocratous Str.<br>2 <sup>nd</sup> floor  |
| Christakos Ioannis    | 3689329<br>3689385 | ichristakos@ecd.uoa.gr  | 5 Stadiou Str.<br>7 <sup>th</sup> floor,<br>Emeriti's office;<br>or Ground floor,<br>Laboratory of Visual Art |

|                            |         |                         |                                     |
|----------------------------|---------|-------------------------|-------------------------------------|
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| Pantidos Panagiotis        | 3688521 | ppantidos@ecd.uoa.gr    | 31 Ippocratous Str.<br>4th floor    |
| Papadopoulou Kallirroï     | 3689314 | kalpapad@ecd.uoa.gr     | 5 Stadiou Str.<br>7th floor, g. 716 |
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| Zambeta Evi                | 3689320 | ezambeta@ecd.uoa.gr     | 5 Stadiou Str.<br>7th floor, g. 703 |

### **Special Education Staff**

|                     |         |                       |                                  |
|---------------------|---------|-----------------------|----------------------------------|
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| Giannouli Panagiota | 3688551 | giannoulip@ecd.uoa.gr | 31 Ippocratous Str.<br>5th floor |

### **Laboratory and Teaching Staff**

|                         |         |                     |   |
|-------------------------|---------|---------------------|---|
| Fakou Emilia            | 3688502 | efakou@ecd.uoa.gr   | 31 Ippocratous Str.<br>5th floor        |
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|                        |         |                        |                                  |
|------------------------|---------|------------------------|----------------------------------|
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### **Other teaching staff members**

|                         |                         |
|-------------------------|-------------------------|
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## **6. Studentship**

### **6.1 Duration of studies - Degree**

The duration of studies is four academic years. For each year of study, the program is organized into two semesters, the winter and the spring. The courses are semester-long. Course examinations are held at the end of each semester, i.e. in February and June. In September, there is an additional examination period for the courses of both semesters. In order to obtain their degree, students need to have passed a certain number of courses. Each course corresponds to 3 to 7 Teaching Credits (TC) and offers 5 to 8 credit hours (ECTS) (see the curriculum). The degree requires a total of 161 Teaching Credits, equivalent to 250 credit points (ECTS), and, of course, the completion of four years of study.

### **6.2 Registration - Course registrations**

At the beginning of each academic year and within a set deadline, the registration of first-year students and the renewal of registration of those already registered are carried out electronically. At the beginning of each semester, i.e. twice during the academic year, immediately after the beginning of the courses, all students, without exception, make the declarations of the courses they will attend in that semester on the my-studies.uoa.gr website. The number of courses declared per semester may not exceed seven.

The courses are compulsory and elective and are distributed in specific semesters. As far as compulsory courses are concerned, there is a specific time limit. In other words, students are required to take them in the semester specified in the Curriculum. For example, first-year students must register for the compulsory courses in the 1st and 2nd semesters (i.e. they cannot register for other courses in their place, with a view to attending those courses in a subsequent semester). There is no similar commitment for elective courses (see the *Curriculum* below).

### **6.3 Provision of textbooks**

Students are entitled to free provision of textbooks, notes or a bibliography folder. The relevant teaching material is distributed in bookshops/publishers. The procedure is as follows: Students make an online declaration in the Eudoxos online service, where they select the textbooks according to the course and textbook declaration submitted in the my-studies.uoa.gr web area. They then receive the textbooks by showing their academic identity card and signing the relevant form. The Department's website contains all the relevant information concerning the textbooks and their distribution.

### **6.4 Academic advisor**

In order to better organize the individual study program, a tutor is appointed as an academic advisor. Students are strongly advised to make use of this institution. The details are announced by the Secretariat when the first-year students have registered.

## **6.5 Academic advisor for students with disabilities and chronic diseases**

The institution that operates successfully in the Department is a link between students with disabilities and chronic diseases, teaching and administrative staff and the central Accessibility Unit of the NKUA. The role of the institution is advisory, supportive and informative in related areas: (a) the curriculum, (b) the differentiated ways of attending and examining courses, (c) the rights and obligations of students with disabilities and chronic diseases and the supporting services provided by the Institution.

## **6.6 Cooperation with lecturers**

As part of the general operation of the Department, the lecturers accept students for cooperation and assistance at specific times, which are announced at the beginning of each semester on the Department's website. Students may consult the lecturers on any matter of concern to them in relation to their studies.

## **6.7 Committee for the management of student complaints and appeals**

The Department has instituted a formal procedure for the submission and handling of student complaints. In light of its ongoing commitment to the continuous enhancement of a student-centered educational environment and the principles of institutional accountability, the purpose of this procedure is to ensure the effective and timely resolution of complaints, serving both the interests of students and the improvement of the Department's operations, while also safeguarding its academic integrity. This procedure applies to all complaints and formal reports submitted in writing and under the full name of the complainant by active undergraduate students and doctoral candidates. It concerns matters related to academic conduct and instances of operational dysfunction (for further information, see <https://www.ecd.uoa.gr/kanonismos-diacheirisis-paraponon>).

## **6.8 Counseling Center for Peers**

The Counselling Centre of DECE (Peer Counselling Centre-SYKEOM) was founded in 1995 and since then it has been a stable institution in the Department for the support of students. It is located at 5 Stadiou Street, on the 7th floor, office 714. It is staffed by student volunteers who have been trained in basic counselling and communication skills and then offer their services at the Centre.

Counseling Center Services:

- On specific days and times, volunteers welcome fellow students who need someone to have a friendly/supportive conversation about emotional or academic issues that are bothering them
- Discussion evenings are coordinated by the trained peer counsellors on topics such as "exam stress", "relationships with partners", "careers - what can I do after graduation", as well as information evenings with guests from professionals in the respective fields, such as "LGBTQ+ families in kindergarten", "recognition of abuse cases in kindergarten"
- A support group for new teachers, coordinated by a graduate of the Department, is regularly held at the Counselling Centre
- A guide for new teachers is published, available free of charge on the Internet and regularly updated
- Training sessions for new volunteers are held on a regular basis

The Counselling Centre is part of the Laboratory for Peer Counselling and Promotion of Psychosocial Development of the DECE and its director is Assistant Professor Lida Anagnostaki.

You can contact the Counseling Center (via e-mail: [sykeom@ecd.uoa.gr](mailto:sykeom@ecd.uoa.gr)) and follow it on social media to be informed about its activities (Instagram: @SYKEOM\_TEAPH Facebook: <https://www.facebook.com/sykeom>).

## **6.9 Library of DECE**

The library of the Department, which since the academic year 2017-2018 has been integrated into the unified library of the School of Education, supports the educational program and the research activities undertaken by the lecturers and students (in the preparation of theses, dissertations and theses).

The material in the library covers the subjects treated at the School, as well as topics of wider interest. More than half of the titles are in Greek, while the majority of the rest are in English. A large number of foreign language journals can be searched in electronic form.

In order to find specific book and journal titles, the University's bibliographic databases can be searched from the website [www.lib.uoa.gr](http://www.lib.uoa.gr). If this is done through the library's computers, access is sometimes provided to the full text of articles in foreign language e-journals. For any information related to bibliographic searches, readers are assisted by the staff according to the Library's regulations.

The library is open to undergraduate and postgraduate students, as well as to the teaching and administrative staff. Further information on the conditions of borrowing (such as number of books to be borrowed, duration of borrowing, etc.) is available on the spot.

The single library of the School of Education is located on the 1st and 2nd floor of 4 Dragatsaniou Str. It is open from Monday to Friday, from 9 a.m. to 6 p.m. When necessary, additional opening hours are announced at the door entrance of the library.

## **6.10 ERASMUS+ program**

Erasmus+ is the European Commission's program for education, training, youth and sport, which aims to boost skills and modernize education, training and youth systems for the period 2021-2027 and has been in force since 1 January 2021.

Within the framework of the Erasmus program, DECE has developed collaborations with the following European universities: the University of Eastern Finland, Université de Lille, Université Paris Cité, Università degli studi di Padova, European University Cyprus, and ISCTE-Instituto Universitário de Lisboa. Each academic year, at the beginning of the spring semester, an open call for applications to the Erasmus program for the following academic year is posted on the DECE website, specifying the selection procedure and criteria.

For further information, interested parties may contact the Department of European and International Relations, 30 Panepistimiou Str., Athens, email: [erasmus@uoa.gr](mailto:erasmus@uoa.gr). Website of the University of Athens: <http://www.interel.uoa.gr/erasmus.html>

## **6.11 "European University Cooperation for Citizens of Europe" - CIVIS**

The "European University Cooperation for Citizens of Europe" - CIVIS, in which the National and Kapodistrian University of Athens participates, is one of the 17 projects selected by the European Commission in the framework of the first call of the Erasmus+ program for "European Universities". CIVIS is a network of public European universities with the aim of creating a European University. The other ten universities that are members of the network are:

1. Aix-Marseille University, Aix-Marseille Université (Aix-en-Provence and Marseille, France),
2. the Free University of Brussels, Université Libre de Bruxelles (Brussels, Belgium),
3. the University of Bucharest, Universitatea din București (Bucharest, Romania),
4. the Autonomous University of Madrid, Universidad Autónoma de Madrid (Madrid, Spain),
5. the "La Sapienza" University of Rome, Sapienza Università di Roma (Rome, Italy),

6. Stockholm University, Stockholms Universitet (Stockholm, Sweden),
7. the University of Tübingen, Eberhard-Karls-Universität Tübingen (Tübingen, Germany),
8. the University of Glasgow, University of Glasgow (Glasgow, United Kingdom),
9. the University of Salzburg, Paris Lodron Universität Salzburg (Salzburg, Austria),
10. the University Friedrich-Alexander-Universität Erlangen-Nürnberg (Erlangen-Nuremberg, Germany).

Among the objectives of this alliance are:

- scaling up the numerous existing collaborations between universities into a structural integration program that goes beyond the usual collaborations between universities.
- increasing mobility, especially between the network member universities.
- strengthening quality assurance and facilitating the recognition of qualifications and periods of study in order to further promote compatibility between education systems and the mobility of students in Europe.
- strengthening multilingualism and multiculturalism.
- strengthening research links between universities through interdisciplinarity, shared research infrastructures and incentive funding for joint projects.
- strengthening innovative educational methods.
- reinforcing the idea of open and accessible educational resources, in line with the requirements of Open Science and Open Educational Resources.

For further information, interested parties may contact the Department of Public Relations, Etiquette and Cultural Events of the University of Athens, 30 Panepistimiou Str., Athens, email: [publicrelations@uoa.gr](mailto:publicrelations@uoa.gr)

Website of the University of Athens: <http://www.interel.uoa.gr/erasmus/civis.html>

## 7. CURRICULUM

The DECE curriculum was restructured in the academic year 2012-13. The new program, as described in this Study Guide, is valid for students who entered DECE from the academic year 2011-2012 onwards. For students who have entered DECE in the academic years 2010-2011 and earlier, the same curriculum applies with variations in a limited number of courses listed separately for each case.

### Structure and objectives

The main objective of the curriculum is to provide students with the necessary knowledge, skills and competences in the context of the interdisciplinary nature of the Department, while giving them the maximum possible freedom to choose the courses they will attend and, consequently, the lecturers with whom they will collaborate. In this way, students take partial responsibility for setting up their own program and have the opportunity, within the framework of the courses offered and the requirements of the Department, to give greater weight to areas of interest to them. Moreover, the curriculum also aims to give lecturers the freedom to choose the courses they will teach and, consequently, the opportunity to vary and enrich the program of courses offered. Finally, it is intended to enable the Department and its General Assembly to plan flexibly and more effectively in terms of program adjustments, teaching staff, directions and specializations, as well as postgraduate studies.

The curriculum includes ten compulsory modules and three optional modules.

The compulsory modules are the following:

Pedagogy

Psychology

Sociology

Methodology

Education in the Sciences

Fine Arts Education

Language, Literature, History

Foreign Language

Practicum in Education and Research

Interdisciplinary Week-long Workshops

The three optional modules concern the possibility of preparing a dissertation, attending a course in another department of the University of Athens and the recognition of a foreign language.

The above modules reflect the diverse and interdisciplinary training that is nowadays considered necessary for early childhood educators. For each module, students will be required to complete a minimum number of courses (and corresponding credits). A detailed presentation of the modules and mandatory units is provided later in the Study Guide.

For each of the compulsory modules, there is a certain number of teaching credits, usually corresponding to specific compulsory subjects. The program seeks to strike a balance between compulsory and optional courses so that students acquire the knowledge they consider necessary but also have sufficient freedom to compose their own 'individual program'. The courses considered compulsory are considered to provide the necessary knowledge for the future early childhood teacher, but also the basis for following the other courses in each module.

One of the biggest problems facing lecturers and students alike in today's mass university is the large number of audiences. For this reason, it was decided that compulsory courses should be taught in sections. It was felt that by reducing (at least by half) the number of audiences, it would give greater opportunity for contact and discussion. This arrangement may be changed when, in an academic year, the organization of the course offer requires it.

In order to complete the courses required for the degree, students are advised to take a course from another department of the NKUA. In this way, they can come into contact with other fields, thus enriching their scientific portfolio.

In addition, through the European Union's Erasmus program, it is possible to obtain certain teaching credits required for the degree by attending courses at universities abroad, provided

that a cooperation agreement has been established. The relevant section of the Guide provides further information on the operation of these exchange programs and on their partial funding in the form of scholarships.

As a rule, a course corresponds to 3 Teaching Credits and offers 5 ECTS credits. The Unit of the Practicum in Teaching and Research module, however, includes courses corresponding to 7 teaching credits (8 ECTS). In the Foreign Language module, some courses correspond to 2 teaching credits (2 or 4 ECTS). The optional dissertation offers 12 teaching credits (20 ECTS). A total of 161 teaching credits (250 ECTS) are required for the degree, of which 116 teaching credits (175 ECTS) are credits for compulsory courses and courses compulsorily chosen from a specific module.

All courses of the Study Guide correspond to a defined semester of study. As far as the compulsory courses are concerned, students are obliged to attend them in the semester specified. Students from previous semesters may not enroll in them. For example, first-year students must register for compulsory courses in semesters 1 and 2 but cannot be admitted to compulsory courses in semesters 3, 4 or other semesters. This does not apply to electives for which the proposed semester is indicative. Students can, therefore, decide, according to their interests and needs, the order in which they will take the elective courses.

However, students are advised to take the suggestions of the Study Guide regarding the chronological sequence of the courses seriously, on the one hand, because they suggest a reasonably appropriate order of attendance of the courses according to their difficulty and their connection, and on the other hand because they facilitate the organization of the course offered by the Department. When, for example, a course is proposed for the first semesters, it is advisable not to leave it for the end because it may not be offered in a particular academic year, with the result that someone who has not taken it may not be able to complete his/her studies in the semester planned. However, the General Assembly ensures that courses are adequately offered despite the considerable difficulties encountered due to the inability to fund new teaching/staff positions.

Attention should also be paid to the specific requirements of each course. For some courses, others are defined as prerequisites. In some cases, it is explicitly stated that it is necessary for students to have passed one or more courses, while in others, it is simply recommended that they have taken them. As stated, students should take the required courses in the semester they are offered. Some courses are offered linked in pairs, and both must be declared in order to attend. There are also courses which, for organizational reasons, can admit a limited number of students according to criteria decided by the lecturers. These restrictions are necessary for the proper functioning of seminar and laboratory courses, the specific nature of which is indicated in the Study Guide. These courses usually include a requirement for compulsory attendance.

For more details, students should refer to the comprehensive description of the Curriculum for the academic year 2024-2025. For course content, they should refer to the course description.

## 8. CURRICULUM FOR THE ACADEMIC YEAR 2024-2025<sup>1</sup>

### 1. Pedagogy

To obtain a degree, students are required to accumulate from the Pedagogy module: 25 (ECTS) from 4 compulsory courses and one compulsory elective course.

Students with admission year 2010-11 and earlier are required to accumulate, respectively, 25 teaching credits from 3 compulsory courses and two compulsory elective courses.

101. Introduction to the educational sciences I (compulsory)

(previous title: Introduction to Education)

1st semester (ECTS: 5)

A. Androussou

127. Introduction to the educational sciences II (compulsory)

1st semester (ECTS: 5)

V. Tsafos

NOTE: The above courses (101 and 127) are taught in parallel and students must attend both of them, i.e. 4 hours per week (two 2-hour sessions).

109. Introduction to special education (compulsory)

3rd semester (ECTS: 5)

E. Nteropoulou-Nterou

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

3rd semester (ECTS: 5)

G. Liarakou

113. Alternative instructional methods in education (seminar)

(previous title: Teaching approaches and strategies in environmental education/education for sustainable development)

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

5th semester (ECTS: 5)

G. Liarakou

117. Health education

2nd semester (ECTS: 5)

K. Athanasiou

119. Oral and written language in disability I

(previous title: Oral and written language in disability)

6th semester (ECTS: 5)

E. Nteropoulou-Nterou

130. Oral and written language in disability II

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<sup>1</sup> The structure of the program, as stated here, applies to students who have been admitted to DECE in the academic years 2011-2012 and afterwards. Some variations that apply to students admitted to DECE in academic years 2010-2011 and earlier are listed for each course case separately.

ATTENTION TO COURSE CODES: Because some course titles have been modified while their content has remained the same or some course titles that were previously taught are similar to new course titles, attention should be paid to the codes. If two courses are the same, it is shown in their code.



6th semester (ECTS: 5)  
E. Nteropoulou-Nterou

124. Environmental and sustainability issues  
3rd semester (ECTS: 5)  
G. Liarakou

128. Educational practices of literacy development in early years  
(previous title: Literacy and pedagogical practices in early childhood)  
5th semester (ECTS: 5)  
E. Tsalagiorgou

133. Critical pedagogy and educational practice  
3rd semester (ECTS: 5)  
P. Charavitsidis

136. Pedagogical interventions in open contexts: analysis of actions for refugees  
(up to 60 students).  
The course is not offered to students of shorter semesters. Students must have successfully completed or be taking 906. Teachers-researchers of their work: institutional-social and educational framework in the kindergarten.  
4th semester (TC: 3, ECTS: 5)  
A. Androussou

141. Curriculum development in preschool education  
3rd semester (ECTS: 5)  
E. Tsalagiorgou

142. Climate change education  
6th semester (ECTS: 5)  
G. Liarakou  
Will be taught in case needs arise based on the operation of the study program.

143. Physical activity and psychokinetic education in early childhood  
3rd semester (ECTS: 5)  
O. Agalianou

## **2. Psychology**

To obtain a degree, students are required to accumulate from the Psychology module 20 (ECTS) from 3 compulsory courses<sup>2</sup> and one compulsory elective course. Students who by 2024-25 have successfully completed course 204. Language Development, which by then was 5 (ECTS) as a required course, are not required to take the course 215. Educational Psychology.

202. Child development I (compulsory)  
(previous title: Child Development)  
1st semester (ECTS: 5)  
A-L: K. Papadopoulou  
M-Z: L. Anagnostaki

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<sup>2</sup> Students who have been admitted before the year 2011-12 and have successfully completed the course 201. Introduction to Psychology, which is no longer taught, will receive 3 TC credits (5 ECTS) as credits for a compulsory course.



222. Child development II (compulsory)

2nd semester (ECTS: 5)

A-L: K. Papadopoulou

M-Z: L. Anagnostaki

The course is supported by the workshop Development II: Issues in Cognitive and Social Development, taught by N. Kyriakopoulou

215. Educational Psychology (compulsory)

4th semester (TC: 3, ECTS: 5)

L. Anagnostaki

204. Language development

The course is no longer compulsory. From 2024-25 it is replaced by the compulsory 215. Educational Psychology

3rd semester (ECTS: 5)

P. Panagopoulos

206. Play: its role in psychosocial development

4th semester (ECTS: 5)

K. Papadopoulou

Will be taught in case needs arise based on the operation of the study program.

207. Introduction to social psychology

(previous title: Currents in social psychology)

3rd semester (ECTS: 5)

N. Bozatzis

210. Childhood and the media

(previous title: Mass media and the child)

4th semester (TC: 3, ECTS: 5)

D. Chronaki

213. Counseling psychology

6th semester (ECTS: 5)

G. Tsitsas

216. Theories of cognitive development

3rd semester (ECTS: 5)

N. Kyriakopoulou

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

(prerequisite: 906. Teachers-researchers of their work: institutional-social and educational framework in the kindergarten)

5th semester (ECTS: 5)

L. Anagnostaki

225. Social and emotional development in early childhood (seminar, compulsory attendance, up to 50 students)

(prerequisites: 202. Child development I and 222. Child Development II)

7th semester (ECTS: 5)

K. Papadopoulou

226. Learning and cognitive development from the conceptual change point of view

7th semester (ECTS: 5)  
N. Kyriakopoulou

227. Prejudice, stereotypes and intergroup conflict: social psychological approaches  
6th semester (ECTS: 5)  
N. Bozatzis

### **3. Sociology**

In order to obtain a degree, students are required to accumulate from the Sociology module 15 (ECTS) from two compulsory courses and one compulsory elective course.

301. Introduction to sociology (compulsory)  
(ECTS: 5)  
1st semester A-L: V. Lekka  
2nd semester M-Z: M. Leontsini

303. Social parameters of the educational process (seminar, up to 25 students)  
8th semester (ECTS: 5)  
A. Vassilopoulou

304. Sociological approaches to childhood I  
(previous title: Sociological approaches to childhood; prerequisite: 301. Introduction to Sociology)  
5th semester (ECTS: 5)  
V. Lekka

306. Introduction to the sociology of education (compulsory)  
(ECTS: 5)  
1st semester A-L & M-Z:  
N. Askouni

310. Education policy II  
(previous title: State and education)  
8th semester (ECTS: 5)  
E. Zambeta

311. Education policy I: educational institutions in early childhood  
(previous title: Education policy with a focus on early childhood education policy in Europe)  
3rd semester (ECTS: 5)  
E. Zambeta

313. Gender theories  
(prerequisite: 301. Introduction to sociology)  
3rd semester (ECTS: 5)  
M. Leontsini

314. Gender and cultural practices  
4th semester (ECTS: 5)  
M. Leontsini

317. Sociological approaches to childhood II

(prerequisite: 304. Sociological approaches to childhood I)

6th semester (ECTS: 5)

V. Lekka

Will be taught in case needs arise based on the operation of the study program.

319. Management of educational units

4th semester (ECTS: 5)

E. Zambeta

#### **4. Methodology**

To obtain a degree, students are required to accumulate from the Methodology module 15 (ECTS) from 3 compulsory courses.

Students with the admission year 2010-11 and earlier are required to accumulate 10 (ECTS) from 2 compulsory courses.

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

(previous title: Research methodology in the social sciences, with emphasis on education)

2nd semester (ECTS: 5) and

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

2nd semester (ECTS: 5)

1st group: A. Vassilopoulou

2nd group: V. Lekka

3rd group: N. Bozatzis

NOTE: The above courses (401 and 407) are taught in parallel, and both must be registered. They give a total of 10 (ECTS).

Students admitted in 2010-11 and earlier have only 401. Research Methods in the Social Sciences I (former title: Research Methodology in the Social Sciences, with an emphasis on Education) as a compulsory course. Thus, those who have successfully completed it can complement the two required courses with 403. Research methods in the human sciences: statistics. Those who have not successfully attended will have to attend (and register) for both 401 and 407 courses.

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

3rd semester (ECTS: 5)

A. Godelos

#### **5. Education in the Sciences**

To obtain a degree, students are required to accumulate from the unit of Education in the Science: 10 (ECTS) from 2 compulsory courses. Students admitted before 2014-15 need to accumulate the 10 ECTS from one compulsory and one elective course.

Students who by 2024-25 have successfully completed course 514. Fundamental Concepts of Mathematics, which until then was compulsory, retain the 5 ECTS as credits for a compulsory course and are not required to take 504. Logico-mathematical relations and arithmetic concepts in early childhood

502. Science in early childhood education (compulsory)

(previous title: Concepts of natural sciences I)

1st semester: M-Z (ECTS: 5)

2nd semester: A-L (ECTS: 5)

P. Pantidos

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

3rd semester (ECTS: 5)

D. Chasapis

505. Introduction to informatics (workshop, up to 30 students per group)

1st group: 1st semester (ECTS: 5)

2nd group: 2nd semester (ECTS: 5)

D. Manesis

506. Information and communication technologies (ICT) in education

3rd semester (ECTS: 5)

I. Voulgari

508. Teaching biology: Evolution as a unified theory

(previous title: Introduction to biological sciences)

1st semester (ECTS: 5)

K. Athanasiou

512. Integration of ICTs in early childhood education (workshop, 2 groups, up to 25 students per group)

4th semester: 2 groups (ECTS: 5)

3rd semester: 2 groups (ECTS: 5)

K. Nikolopoulou

514. Fundamental concepts of mathematics

This course is not compulsory anymore. From 2024-25 onwards, it will be replaced by the compulsory 504. Logico-mathematical relations and arithmetic concepts in early childhood.

2nd semester (ECTS: 5)

D. Kouloumpou

516. Educational technology and the digital world: contemporary trends

5th semester (ECTS: 5)

I. Voulgari

517. Digital games, virtual worlds and learning: research and applications (workshop for up to 20 students)

It is recommended that students take course 519. Digital learning objects for preschool education: design, development and evaluation

6th semester (ECTS: 5)

I. Voulgari

518. Teaching and learning with ICTs

(2 groups, up to 25 students per group)

8th semester (ECTS: 5)

K. Nikolopoulou

519. Digital learning objects for preschool education: design, development and evaluation (workshop, up to 20 students)

3rd semester (ECTS: 5)

I. Voulgari

520. Design of educational scenarios and activities with ICTs (seminar, 2 groups, up to 25 students per group)

It is recommended that students take course 512. Integration of ICTs in early childhood education.

7th Semester (ECTS: 5)

K. Nikolopoulou

521. The role of the experiment in science education (workshop, up to 20 students per group)

5th semester, 1 group (ECTS: 5)

6th semester, 1 group (ECTS: 5)

J. Starakis

523. Interdisciplinary approaches to science communication

4th semester (ECTS: 5)

I. Giannoulatou

## **6. Fine Arts Education**

To obtain a degree, students are required to accumulate from the unit of Fine Arts Education: 15 (ECTS) from three courses. It is compulsory to choose one from the music-related courses, one from the visual arts-related courses and one from the theater-related courses.

### **6.A. Music and movement education**

601. Theories of music and movement education

(previous title: Theories of music and movement education I)

1st semester (ECTS: 5)

O. Agalianou

619. Introduction to Orff-Schulwerk (seminar, up to 30 students)

(previous title: Theories of music and movement education II; prerequisite: 601. Theories of music and movement education)

2nd semester (ECTS: 5)

O. Agalianou

624. Historical, cultural and pedagogical dimensions of musical instruments

4th semester (ECTS: 5)

A. Kapsokavadis

627. Dance in education (seminar, up to 30 students)

7th Semester (ECTS: 5)

A-L & M-Z

O. Agalianou

### **6.B. Visual arts education**

608. Visual arts: elements and techniques (workshop, up to 35 students)

(previous title: Art workshop)

4th semester (ECTS: 5)  
I. Christakos

610. Introduction to Visual Arts  
(previous title: History of Visual Arts)  
3rd semester (ECTS: 5)  
I. Christakos

633. Forms of visual creation (workshop, up to 35 students)  
7th semester (ECTS: 5)  
I. Christakos

634. Painting: teaching approaches (workshop, up to 35 students)  
5th semester (ECTS: 5)  
I. Christakos

## 6.C. Theater education

614. Contemporary aspects of theater/pedagogical applications  
2nd semester (ECTS: 5)  
M. Pigkou-Repousi

623. Theater/Drama in education: pedagogical and social intervention (seminar, up to 30 students, compulsory attendance)  
(Prerequisite 631. Introduction to theater education)  
4th semester (ECTS: 5)  
P. Giannouli  
NOTE: The course is taught in two 2-hour sessions.

628. Theater in education programs: devising, structuring, and implementing (seminar, up to 30 students, compulsory attendance)  
(prerequisite 631. Introduction to theater education)  
7th Semester (ECTS: 5)  
P. Giannouli  
NOTE: The course is taught in two 2-hour sessions.

631. Introduction to theater education  
1st semester (ECTS: 5)  
A-L & M-Z  
P. Giannouli

## 7. Language, Literature and History

To obtain a degree, students are required to accumulate from the Language, Literature and History module 20 (ECTS) from 3 compulsory courses and one compulsory elective course.

704. Children's literature: an introduction (compulsory)  
(ECTS: 5)  
4th semester: A-L & M-Z  
A. Yannicopoulou  
The course is supported by tutorials taught by Ch. Kouraki

706. Teaching children's literature in preschool education  
(previous title: Teaching of literature in preschool education)  
5th semester (ECTS: 5)  
Ch. Kouraki

707. Modern and contemporary Greek history (compulsory)  
(previous title: Greek history, 19th century)  
4th semester (ECTS: 5)  
A-L and M-Z  
F. Assimakopoulou

708. History of education  
4th semester (ECTS: 5)  
E. Avgeridis

709. Introduction to linguistics (compulsory)  
(previous title: Language, society and cognition)  
(ECTS: 5)  
1st semester: V. Tsakona  
2nd semester: P. Panagopoulos

710. Written language, society, and cognition  
5th semester (ECTS: 5)  
P. Panagopoulos

711. Greek history, 20th century  
5th semester (ECTS: 5)  
E. Avgeridis

714. Bilingualism and education  
4th semester (ECTS: 5)  
D. Akriotou

717. Children's literature theory and practice  
6th semester (ECTS: 5)  
A. Yannicopoulou  
Will be taught in case needs arise based on the operation of the study program.

721. Critical literacy  
(previous title: Language and education)  
4th semester (ECTS: 5)  
V. Tsakona

722. Sociolinguistics  
3rd semester (ECTS: 5)  
V. Tsakona

723. Text linguistics  
6th semester (ECTS: 5)  
V. Tsakona

724. Issues in language policy  
6th semester (ECTS: 5)  
V. Tsakona

726. Children's literature out of the classroom  
(previous title: The children's book outside the school environment)  
8th semester (ECTS: 5)  
Ch. Kouraki

727. Applications in critical literacy  
(prerequisite: course 721. Critical literacy)  
6th semester (ECTS: 5)  
V. Tsakona  
Will be taught in case needs arise based on the operation of the study program.

## **8. Foreign Language**

To obtain a degree, students are required to accumulate from the Foreign Language module 10 (ECTS). The credits are also covered by the recognition of foreign language qualifications, which students must submit to the Department's Secretariat.

Note: Students who have a foreign language qualification with excellent knowledge of English (C2 level) acquire the 10 (ECTS) without any other obligation. Students who have obtained 6 (ECTS) with a qualification of very good (level C1) or good (level B2) in English language proficiency have the obligation to complete the course 804 successfully.

801. English language I  
The course is addressed to students who have no knowledge of the English language and does not offer ECTS.  
Winter semester (0 ECTS)  
D. Akriotou

802. English language II  
Winter semester (2 ECTS)  
D. Akriotou

803. Scientific terminology and texts I  
Winter semester (4 ECTS)  
D. Akriotou

804. Scientific terminology and texts II  
It is recommended that the course 803. Scientific terminology and texts I be taken beforehand.  
Spring semester (4 ECTS)  
A-L & M-Z  
D. Akriotou

## **9. Practicum in education and research**

To obtain a degree, students are required to accumulate from the module of Practicum in Education and Research 40 (ECTS) from 5 compulsory courses. [the three (3) compulsory courses 901, 902, 906 and the two (2) compulsory elective courses from Subunits 93 and 94].

Note: Students admitted from the academic year 2024-2025 onwards have an additional compulsory course: 908. Roles and identities of teachers in the formal and non-formal education.



901. Methodological approaches in teaching practice: from observation to design (compulsory)  
(previous title: Educational planning and pedagogical practices in kindergarten; prerequisite  
906. Teachers-researchers of their work: institutional-social and educational framework in the  
kindergarten)

5th semester (ECTS: 8)

N. Kyriakopoulou, M. Sfyroera, E. Tsalagiorgou, P. Charavitsidis, Ch. Kouraki

902. From design to practice: pedagogical interventions and reflective practices (compulsory)  
(previous title: Design, organization and management of learning environments for young  
children; prerequisite: 901. Methodological approaches in teaching practice: from observation  
to design).

6th semester (ECTS: 8)

M. Sfyroera (two groups), E. Tsalagiorgou, P. Charavitsidis, N. Kyriakopoulou

906. Teachers-researchers of their work: institutional-social and educational framework in the  
kindergarten (compulsory)

(previous title: Observation in the kindergarten / Analysis and understanding of the classroom  
context)

4th semester (ECTS: 8)

Group A: M. Sfyroera

Group B: P. Charavitsidis

Group D: E. Tsalagiorgou

908. Roles and identities of teachers in formal and non-formal education

(compulsory for students admitted from the academic year 2024-2025 and onwards)

(prerequisite: 901. Methodological approaches in teaching practice: from observation to design)

8th semester (0 ECTS)

A. Androussou

### Course subunit 93: Practicum in various disciplines (Compulsory)

8th semester (ECTS: 8)

In the module of Practicum in Education and Research, there is a specific subunit of courses  
from which students should choose and attend only one. The courses are offered by different  
tutors in distinct sections and to a limited number of students. The number of those who can  
participate in each course is small, and the allocation is made through a single process. The  
prerequisite for all courses of this subunit is 901. Methodological approaches in teaching  
practice: from observation to design.

The courses offered are the following:

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

(prerequisite: 601. Theories of music and movement education)

8th semester (ECTS: 8)

O. Agalianou

NOTE: Students attend 4 hours of weekly instruction (two 2-hour sessions).

93Γ. Inclusive education practices

8th semester (ECTS: 8)

E. Nteropoulou-Nterou

93Δ. Picturebooks in early childhood education

8th semester (ECTS: 8)

A. Yannicopoulou, Ch. Kouraki

NOTE: Students attend 4 hours of weekly instruction (two 2-hour sessions).

93Z. Practice in environmental education/education for sustainable development  
(prerequisite: 112. Introduction to environmental education/education for sustainable development)

8th semester (ECTS: 8)

G. Liarakou

NOTE: Students attend 4 hours of weekly tutoring (two 2-hour sessions).

93H. Special topics in visual arts, teaching approaches  
(previous title: Teaching drawing in pre-school age)

8th semester (ECTS: 8)

I. Christakos

NOTE: Students attend 4 hours of weekly tutoring (2 two-hour sessions).

93Θ. Children and play in the kindergarten

8th semester (ECTS: 8)

K. Papadopoulou

93I. Theater and improvisation: practical training

8th semester (ECTS:8)

M. Pigkou-Repousi

NOTE: Students attend 4 hours of weekly tutoring (2 two-hour sessions).

93K. Science education

8th semester (ECTS: 8)

P. Pantidos, J. Starakis

NOTE: Students attend 4 hours of weekly instruction (two 2-hour sessions). The course is offered in two (2) sections.

93N. ICTs in education: theoretical approaches and pedagogic practice

(prerequisite 506. Information and communication technologies (ICT) in education).

8th semester (ECTS: 8)

I. Voulgari

NOTE: Students attend 4 hours of weekly instruction (two 2-hour sessions).

93Ξ. Theater pedagogical practices in preschool education

(Prerequisite: 631. Introduction to theater education)

It is recommended that students have passed 623. Theater/Drama in education: pedagogical and social intervention or 628. Theater in education programs: devising, structuring, and implementing.

8th semester (ECTS: 8)

P. Giannouli

NOTE: Students attend 4 hours of weekly instruction (two 2-hour sessions).

93Π. Project-based learning in preschool education: theoretical and practical approaches

8th semester (ECTS: 8)

E. Tsalagiorgou

NOTE: Students attend 4 hours of weekly instruction (two 2-hour sessions).

Course subunit 94: Practicum in Research Methods (Compulsory)

7th Semester (ECTS: 8)

In the module of Practicum in Education and Research, there is a specific subunit of courses from which students should choose and attend only one. The courses are offered by different tutors in distinct sections and to a limited number of students. The number of those who can participate in each course is small, and the allocation is made through a single process.

The prerequisite for all courses of this subunit is 401. Research methods in the social sciences I and 407. Research methods in the social sciences II.

The courses offered are the following:

94A. Quantitative methodology in educational research and writing of scientific papers  
(previous title: Methodology of human sciences: data analysis with statistical software)

7th Semester (ECTS: 8)

D. Manesis

94E. Classroom discourse analysis

7th Semester (TC: 7, ECTS: 8)

A. Vassilopoulou

NOTE: Students attend 4 hours of weekly instruction (two 2-hour sessions).

94Z. Families of disabled children and school: exploring issues of home-school collaboration  
(seminar)

7th Semester (ECTS: 8)

E. Nteropoulou-Nterou

94Θ. Research approaches concerning science education

(previous title: Natural Science Concepts II)

7th Semester (TC: 7, ECTS: 8)

J. Starakis

NOTE: Students attend 4 hours of weekly instruction (two 2-hour sessions).

94I. Methodological issues in historical science

7th Semester (ECTS: 8)

F. Assimakopoulou

NOTE: Students attend 4 hours of weekly instruction (two 2-hour sessions).

94K. Action research in education

7th Semester (TC: 7, ECTS: 8)

V. Tsafos

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

7th Semester (ECTS: 8)

E. Zambeta

NOTE: Students attend 4 hours of weekly instruction (two 2-hour sessions).

94N. Occupation and employment gender

7th Semester (ECTS: 8)

M. Leontsini

NOTE: Students attend 4 hours of weekly instruction (two 2-hour sessions).

94Ξ. Semiotics to the teaching of natural sciences

7th Semester (ECTS: 8)

P. Pantidos

NOTE: Students attend 4 hours of weekly instruction (two 2-hour sessions).

94Ο. Literacy in early childhood: exploring children's ideas and the perceptions and practices of

teachers

(previous title: Literacy in early childhood: exploring children's ideas)

7th Semester (ECTS: 8)

M. Sfyroera

NOTE: Students attend 4 hours of weekly instruction (two 2-hour sessions).

94P. Picturebooks' analysis

7th semester (ECTS: 8)

A. Yannicopoulou

NOTE: Students attend 4 hours of weekly instruction (two 2-hour sessions).

94Σ. National/cultural identities in discourse: the discursive psychology approach

7th semester (ECTS: 8)

N. Bozatzis

NOTE: Students attend 4 hours of weekly instruction (two 2-hour sessions).

## **10. Interdisciplinary Week-long Workshops (compulsory)**

In order to obtain a degree, students are required to accumulate 5 (ECTS) from the Interdisciplinary Week-long Workshops module. From the Thematic Units (TU) offered in this module, students should select and attend one.

TU 1. Intercultural education

5th semester (TC: 3, ECTS: 5)

A. Androussou

TU 4. Children and play

6th semester (ECTS: 5)

K. Papadopoulou

TU 7. Differentiated pedagogy

5th semester (ECTS: 5)

M. Sfyroera

TU 13. Cinema and the child

6th semester (ECTS: 5)

F. Assimakopoulou, L.Kourti

TU 16: Sounds, phonemes, games

5th semester (ECTS: 5)

O. Agalianou

TU 17: Museum and education

6th semester (ECTS: 5)

V. Tsafos

TU 19: Educational practices of inclusiveness and development of educational material

5th semester (ECTS: 5)

P. Charavitsidis

TU 20. Life, illness, death in modern societies

6th semester (ECTS: 5)

V. Lekka

### **11. Dissertation (TC: 12, ECTS: 20)**

An option in the 4th year of studies for students who have completed courses equivalent to a total of at least 170 ECTS.

### **12. Elective course (1) from other Faculties of the University of Athens (TC: 3, ECTS: 5)**

### **13. A second foreign language (TC: 3, ECTS: 5)**

### **14. Required TCs/ ECTS for the degree**

#### **For students who entered in 2011-12 and afterwards**

|   |                   |
|---|-------------------|
| Total number of credits for the degree:             | 161 TC (250 ECTS) |
| Compulsory courses and compulsory elective courses: | 116 TC (175 ECTS) |
| Elective courses:                                   | 45 TC (75 ECTS)   |

#### **For students who entered in 2010-11 and earlier**

|   |                   |
|---|-------------------|
| Total number of credits for the degree:             | 161 TC (250 ECTS) |
| Compulsory courses and compulsory elective courses: | 113 TC (170 ECTS) |
| Elective courses:                                   | 48 TC (80 ECTS)   |

## 9. Detailed description of courses

### 1. PEDAGOGICAL UNIT

This module includes courses in pedagogical theory and practice. Emphasis is placed on the approach to a variety of educational aspects and on the more specific themes of Special Education and Environmental Education.

First, the basic concepts of pedagogy are presented, on the basis of which the pedagogical relationship and educational institutions are approached in the light of their historical and epistemological development. The pedagogical sciences are examined both in terms of their contemporary trends and from a comparative perspective in order to highlight different developments and alternatives. Particular reference is made to the contemporary Greek reality. In the context of didactics, teaching is treated as the dominant form of pedagogical communication. The relevant basic theoretical trends and currents that have been established historically and are relevant to children's development and learning in the preschool age groups are mentioned. Key problems related to the process of learning, such as individual differences and their investigation and assessment, as well as the relationship between learning and teaching, are analyzed. An attempt is made to understand the relationship between learning and educational practice through the contribution of various theories and curricula. It also presents the issues raised by the education of children with special needs, i.e. 'special education', which has the same objectives as general education.

It also presents the problematic and theoretical-methodological framework of environmental education, a predominantly interdisciplinary subject, which introduces innovative approaches to teaching and learning. In addition, a seminar approaches the theories for the production of educational material. Students are familiarized with the criteria for selecting material and with techniques for its production.

Finally, Health Education, as a pedagogical process, must have children as its main target. It is a fact that the habits acquired in childhood usually follow one throughout the rest of one's life. The benefits of lifestyle change are inversely proportional to the age at which such a change takes place, which is why the role of teachers in such a process is irreplaceable.

In order to obtain a degree, students are required to accumulate 15 Teaching Credits from the Pedagogical module (see details in the Curriculum).

#### **101. Introduction to the educational sciences I (compulsory)**

A. Androussou

An overview of the educational sciences and their research field in order to understand their content, their objectives and their multidisciplinary nature. In this context, the following are presented: the transition from Pedagogy to the Sciences of Education, the development of the Sciences of Education in the international arena and in Greece, research in the field of the Sciences of Education, their scientific tools and their research perspectives. Exemplary educational events and educational situations are also approached, as well as the various factors that determine them, which are explored and interpreted through the various perspectives of the Sciences of Education. In this perspective, examples of research are presented, and relevant texts are analyzed in order to highlight the contribution of the Educational Sciences to the understanding of educational reality. The course is assessed either by examinations (oral or written) or by assignments handed in gradually as the course progresses. The course is co-taught with V. Tsafos in conjunction with Introduction to the educational sciences II in two consecutive 2-hour sessions.

### **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, and 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 assignments handed in throughout the semester.

The course is co-taught with A. Androussou in conjunction with Introduction to the educational sciences I, in two consecutive 2-hour sessions.

### **107. Literacy and pedagogic practices in early childhood I**

It will not be taught

Literacy is approached as a social and cultural phenomenon, which in post-industrial societies is associated with access to many different means of message production and the articulation of multiple systems of representation. Literacy practices are analyzed both at the level of the family and in the organized space of kindergarten and primary schools. The course highlights, through the presentation of research data, the literacy practices that are considered to favor young children's understanding of reading and writing. Students are also given the opportunity to carry out small-scale research projects that contribute to their own understanding of the pathways children take in the process of mastering the writing system.

### **109. Introduction to special education (compulsory)**

E. Nteropoulou-Nterou

The course analyses issues of definitions and objectives of Special Education as a discipline, as well as its multidisciplinary nature and its relationship with other disciplines. Reference is made to the history of Special Education in Greece from 1900 to the present day, focusing on the legislative framework of issues regulating special education for the disabled from 1981 to the present day. The structure and function of the modern special school are described, and the role of the special educator is outlined. Issues relating to curricula in special education for pupils with disabilities are analyzed. Finally, the various interpretative approaches to disability are presented in an attempt to make sense of the term 'disability'.

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

G. Liarakou

The aim of the course is to introduce students to the cognitive and ideological field of the environment and sustainability and to understand the problematic and conceptual framework of Environmental Education / Education for Sustainable Development (EE/ESD). Specifically, the course examines the basic concepts that define this education, such as the environment, nature, ecology, environmental issues and sustainability. It analyses issues related to its historical and synchronic approach and clarifies the evolution of EE towards ESD. Students become familiar with the themes, pedagogical objectives, principles and characteristics of EE/ESD, such as holistic, interdisciplinary, critical and systems thinking and the political dimension. Finally, the institutional framework and models for its integration into the educational system are presented, while emphasis is placed on contemporary views on



sustainable schooling.

### **113. Alternative instructional methods in education**

G. Liarakou

The course examines methodological approaches and techniques that promote the active participation of learners in educational practice. These techniques focus not only on the outcome but also on the learning process itself. They emphasize the collective construction of knowledge and foster socio-political skills and values, such as those of cooperation, negotiation and consensus to achieve a common goal. In particular, the following techniques are considered: project, role-play, moral dilemma, concept mapping, field study, debate, forum theater, brainstorming and community mapping. Students work in groups and implement these techniques in the classroom using open issues drawn from the field of environment and sustainability. At the same time, they evaluate the progress of each technique and examine the conditions of its implementation in the classroom.

### **117. Health education**

K. Athanasiou

Kindergarten teachers and teachers, in general, are the key to any long-term health promotion policy that aspires to be successful. Health education is a pedagogical process that is primarily concerned with children. In addition to the fact that the habits acquired in childhood usually follow one throughout the rest of one's life, it is well known that in today's society, the damage that causes the most important diseases is established in the body early in life. The benefits of lifestyle change are inversely proportional to the age at which such a change is made. This is why the role of kindergarten teachers at first (and teachers in the second) is irreplaceable.

For the selection of the material, in the context of this course, the modern needs of our society (prevention, information, etc.) and the suggestions of international organizations on the role and needs of the school and the teacher in Health Education were taken into account. In view of the above, in addition to the first part covering the general concepts of Health Education, sections on nutrition, dental care, cancer prevention, prevention of cardiovascular and genetic diseases, and information on sex education are included. Since concern for the environment and its effects on health tends to occupy an important part of health issues nowadays, the course includes chapters on the risks associated with smoking, other environmental pollutants (lead and asbestos) or exposure to radiation. Finally, since health education seems to be developing its own teaching methodology over time, it was considered necessary to include in the course syllabus modules on modern teaching methods relating to sex education and nutrition.

### **118. Production and development of educational material**

It will not be taught

The aim of the seminar is for the students to acquire the knowledge to evaluate the suitability of educational materials but also to produce their own materials for the kindergarten, taking into account the social and cultural context, as well as the experiences of the children. The seminar will first of all examine the theoretical principles for the production of educational material. Then, existing materials of all kinds on the market will be presented and critically examined: printed matter, toys, constructions, electronic resources, and pedagogical kits of museums or organizations. Finally, students will practice the production of educational materials and will be invited to test them in kindergarten classes or in a non-formal education context. The assessment of the students will be based on assignments/presentations made during the seminar and the final written group project. Attendance is compulsory.



### **119. Oral and written language in disability I**

E. Nteropoulou-Nterou

This course examines the development of oral and written language in early childhood disability. Students are introduced to the specifics associated with speech and language disorders of infants with deafness, blindness, and physical and learning disabilities. In particular, reference is made to the diagnosis, etiology and classification systems of speech and language disorders. Phonetic, prosodic and rhythmic disorders are analyzed, and disorders related to spoken and written language's structure, semantics and communicative function. The objectives of speech and language therapy interventions are presented and analyzed in the course in an effort to enhance interdisciplinary collaboration between the teacher and the speech therapist.

### **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 developing semantics, phonation including prosody and communication skills, as well as an acquaintance with written language. Emphasis is also placed on familiarizing and exposing children with disabilities to written language in the context of preschool education.

### **123. Contemporary teaching approaches: from active listening to children to educational practice**

It will not be taught

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. The assessment of the course will be (a) by mid-term progress (critical analysis of an article) and (b) either by final examination or by individual exemption.

### **124. Environmental and sustainability issues**

G. Liarakou

The aim of the course is to understand the problematic of the environment and sustainability in the context of Environmental Education / Education for Sustainable Development (EE/ESD). Students study the major issues facing the contemporary world in order to understand their social and political nature and to become able to critically analyze issues in the context of sustainable development. Issues such as poverty, inequalities, climate change, food production, water, biodiversity, waste, etc., are analyzed in all their dimensions, their causes and consequences are discussed, and ways of dealing with them are explored. Apart from the global dimension of the issues, emphasis is also placed on the evolution of the environment in Greece over time, which allows a better understanding not only of the current environmental challenges but also of the mechanisms of change and resistance created by the interaction of man with nature.

### **128. Educational practices of literacy development in early years**

E. Tsalagiorgou

In the context of the course, students come into contact with the new pedagogies of literacies that focus on multimodality and the different kinds of meaning created in different social and cultural contexts. Emphasis is placed on the pedagogy of functional literacy as well as the pedagogy of critical literacy. In this perspective, the ways in which children create and participate in meaning are analyzed, as well as literacy practices that foster young children's understanding of reading and writing.

### **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. The assessment of the course will be done through examinations and individual or group work.

### **135. The curriculum and its revision by the teacher**

It will not be taught

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), and 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. Pedagogical interventions in open contexts: analysis of actions for refugees**

A. Androussou

The course prepares students for educational activities in the open context of non-formal education. Many educational interventions have taken place in the past years in non-formal 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 non-formal 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**

It will not be taught

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 133. Critical pedagogy and

educational practice course.

### **139. Creativity and preschool education for sustainability**

It will not be taught

The aim of the course is to approach creativity as a key concept for Early Childhood Education and, in particular, for the achievement of the objectives of Environmental Education/Education for Sustainable Development (EE/ESD). Through the theoretical and practical units of the course, students will study the manifestations of creativity and focus on its two-way relationship with EE/ESD. On the one hand, they will understand how creativity can contribute to the promotion of the objectives of EE/ESD. On the other hand, they will examine ways in which EE/ESD can contribute to fostering creativity in kindergarten students, with practical examples from the classroom. In particular, they will be introduced to approaches, creative methods and tools that can be used in the context of EE/ESD to enhance the creative thinking and action of kindergarten children in addressing an environmental and sustainability issue.

### **140. Experiential teaching approaches to environmental and sustainability education in Kindergarten**

It will not be taught

In recent years, there has been a systematic effort to use alternative approaches and methods in order to raise students' awareness of the critical issues of the environment and sustainability. Due to the complexity of these issues, there is a need to enrich the established pathway of knowledge acquisition by using more descriptive and sensory means in the context of Education for Environment and Sustainability (EES), which can help students come into contact with, understand and respond to the critical issues and needs of sustainability.

The aim of the course is to use experiential and creative learning fields and pedagogical methods, such as visual arts, literature, and dramatic art, in combination with new technologies, in order to achieve a more effective and more appropriate approach to the principles and values of sustainability for preschool children. Through the theoretical and practical modules of the course, students will become familiar with alternative, interdisciplinary and interdisciplinary approaches that can be adopted in the context of the EES, with the aim of promoting a fruitful dialogue around the ways in which the concept of sustainability could be understood by pre-school children, as well as expressed as a framework for thinking by them in the real world. Students will understand how more experiential and creative pedagogical approaches can be conceptualized and enhanced in the context of the EES, allowing children to change the way they think and act and, most importantly, to envision and communicate their vision for a new, more sustainable future for themselves and the environment.

### **141. Curriculum development in preschool education**

E. Tsalagiorgou

The aim of the course is to bring the students in contact with the multiple considerations, interpretations and dimensions of the Curriculum, starting from their personal perceptions of the content and role of the Curriculum. Consequently, they will present the different educational theories and approaches adopted in the design of the Curriculum and the role of the teacher's personal theory and professional learning in the interpretation and utilization of the Curriculum. Finally, emphasis will be placed on the ways of utilizing the experiences/experiences that children bring from their family/social environment in the development of the Curriculum in practice.

### **142. Climate change education**

G. Liarakou

The course focuses on the contemporary climate crisis and the ways in which this issue can be taught and learned in schools. Students first become familiar with the issue itself by analyzing the causes, consequences and proposed ways of dealing with it. The pedagogical objectives, principles and teaching methods and techniques through which we can approach the issue of climate change are then examined. Emphasis is placed on strategic and experiential approaches that aim not only to acquire knowledge but also to empower students to participate individually and collectively in tackling the issue.

### **143. Physical activity and psychokinetic education in early childhood**

O. Agalianou

The aim of the course is to enable students to understand the crucial importance of physical activity, both in its free and guided form, for the all-round development of infants and for the maintenance of their health. The course curriculum aims at understanding the concept of kinetic literacy, psychokinetic development and acquiring knowledge about the stages of kinetic development of the child, lateralization and perceptual abilities. It is understood that each child has a unique rate of development, learns to move and learns through movement, communicates kinetically, and moves when discovering and playing. The social dimension of kinetic skill development is emphasized. The importance of object manipulation is explained, reference is made to ways of developing visuokinetic coordination, for both gross and fine kinetic skills. Relevant concepts are analyzed, modern theories, research data and examples of applications are presented. Psychokinetic education is linked to broader theories of education. Students learn to plan and guide psychokinetic activities in open and closed space, with and without the use of objects, to observe the kinetic activity and evaluate children's participation in it.

## **2. PSYCHOLOGY UNIT**

This unit presents the theoretical streams and methods that the science of psychology uses to study behavior, cognition and the psyche. An overview of the traditional specializations of this discipline, particularly developmental, clinical, social, educational and counseling psychology, is offered. Through these disciplines, specific issues such as development, senses, emotions, feelings, motivation, personality, social adjustment, behavioral disorders, cognitive functions (especially learning processes and the organization of knowledge), social parameters of behavior and cognition, group behavior, family functioning, psychological measurement and assessment, and therapeutic techniques are addressed. Of the courses offered, three (3) are considered compulsory in the specific area of child development.

Two compulsory courses in the first year serve as a necessary introduction to the principles, methods and theories of developmental psychology. In addition to the two compulsory courses, specialization courses are offered in the individual areas of primarily physiological and pathological child development from infancy to adolescence. More specifically, these are courses relating to cognitive (or mental), emotional, social and language development. The third compulsory course currently offered is an in-depth course on the development of the child's speech skills. An important role in this module is also given to social psychology since the psychological origins of human behavior are intertwined with social variables. The introduction to this discipline is accompanied by an in-depth study of four themes: individual processes and social behavior, interpersonal processes, group processes and intergroup relations, and interaction in the wider social environment. In the field of clinical psychology, familiarity with both the methodology of clinical research (such as the principles of clinical interviewing and taking individual histories) and the basic theories of personality formation is considered essential. The main psychopathological syndromes of infancy and early childhood are also described, with particular emphasis on those cases that kindergarten teachers are called upon to manage.

Finally, courses are offered that are directly related to educational practice with topics such as the measurement and assessment of learning in education, the processes of transmission of knowledge, skills, values and attitudes in school, the applications of psychology in the practice of teaching and the psychodynamics of human relations, especially in the classroom.

In order to obtain a degree, students are required to accumulate 12 Teaching Credits from the Psychology module (see details in the Curriculum).

## **202. Child development I (compulsory)**

L. Anagnostaki, K. Papadopoulou

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.

## **222. Child development II (compulsory)**

L. Anagnostaki, K. Papadopoulou

The course examines the periods of human development, with emphasis on the prenatal period, infancy, kindergarten and childhood. More specifically, it examines (a) the periods of human development, (b) the prenatal period and the newborn, and (c) cognitive, emotional and social development during infancy, kindergarten and childhood. Particular reference is made to the importance and enhancement of socio-emotional development in the context of pre-school education.

## **204. Language development (compulsory)**

P. Panagopoulos

In this lesson, we study how children develop and acquire their first language and how children and adults develop and acquire a second language in the context of bilingualism. More specifically, in this course, we provide a historical review of the scientific field of language development and language, exploring and analyzing theories that have been proposed and either established or paved the way for describing the phenomenon of language acquisition. At the same time, we study the acquisition of individual fields of language analysis. In particular, we analyze how children master phonology, semantics, syntax, and lexicon, presenting representative studies in each field in order to describe the structures mastered at each individual level of language analysis. We are interested in the pioneers of the field, and we mention their names in the context of theories they have proposed for the field. In the course of our lessons, we also analyze language disorders during first language acquisition in non-typically developing children, such as children with autism, Williams syndrome, Down syndrome, and children with Specific Language Impairment. We conclude the lectures by talking about how bilingual speakers acquire the second language and its individual parts, with an emphasis on research conducted on Greek bilingual speakers.

## **206. Play: its role in psychosocial development**

K. Papadopoulou

The course presents and critically examines the main theoretical approaches to play, its characteristics and functions, on the basis of which its connection with the all-round development of children is established. It emphasizes the multifaceted and often contradictory nature of play and argues that its developmental benefits are linked to the development of play by the children themselves who participate in it. In this context, the necessity of understanding play from the children's perspective is highlighted, the pedagogical role of play and the role of adults in children's play are examined.



## **207. Introduction to social psychology**

N. Bozatzis

This course provides an introduction to the science of social psychology. From its early beginnings in the early 20th century to the present day, social psychology has focused on the study and analysis of the social dimensions of human perception, cognition, and behavior/action as well as on social interaction, explanation, and meaning of human behavior/action. In order to familiarize the students with social psychology, this course adopts a multi-perspective approach to some of the classical and historically important thematic focuses of social psychological research. Consequently, the aim of the course is not only to provide information on typical research findings of this discipline but also to inform students about the different perspectives that constitute today's distinct modes of social psychological thinking and distinct research poles within the discipline. In particular, the course will focus on the following thematic areas of theory production and research within social psychology: a) self and identity, b) social influence, c) attitudes and d) prosocial behaviour. Focusing on these thematic areas, classical and recent research will be presented, and, most importantly, the premises and findings of these research works will be critically discussed from multiple perspectives, including social cognition, social identity theory and discursive psychology.

## **210. Childhood and the media**

D. Chronaki

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 is one of the applied branches of psychology that aims to help people (a) sort out thoughts and feelings, (b) overcome difficulties, and (c) learn more about themselves. The theory and practice of counseling psychology emphasize issues of (a) self-awareness, (b) effective communication (in the family, in the relationship, in the group, in organizational contexts), (c) conflict resolution, (d) setting personal goals, (e) empowerment of assets. The ultimate goal is to promote optimal functioning and quality of life for people. All the above issues are analyzed through the prism of the main theories of counseling psychology.

## **214. Counseling skills in education**

It will not be taught

The aim of the course is to raise students' awareness of the important role that counseling psychology plays in the field of education. The counseling process is examined through a practical approach that helps students learn how to conduct effective interpersonal and counseling communication. Includes basic principles of communicative-counseling

conversation, ways to best approach counseling, the structure and stages of development of the counseling relationship, and the supervision, analysis, and assessment of the practical application of individual skills in the counseling process. The seminar has an interactive format with continuous practice of counseling and communication skills, as well as experiential exercises aimed at helping students to practically assimilate all of the above.

### **215. Educational psychology (compulsory)**

L. Anagnostaki

The course focuses mainly on the emotional mechanisms of learning, teaching and motivation. It 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. Presented and analyzed are: (a) the meaning and content of educational psychology, (b) the basic psychological principles in the evolution of the learning process, (c) individual differences in learning development and achievement, (d) diversity in the classroom, (e) the factors affecting the child's personality development, (f) school as a medium of socialization and (g) problems at school and how to treat them.

### **216. Theories of cognitive development**

N. Kyriakopoulou

The course presents and examines the main theoretical approaches to children's cognitive development and in particular, the way they reason and learn. The course moves in two directions. First, the main theoretical views are presented, such as Piaget's theory, Vygotsky's theory and more recent socio-cultural theories, the information processing approach, theories of conceptual development and theories of knowledge reorganization. The various theoretical views are critically examined, and an attempt is made to relate them to educational practice. At a second level, more specific aspects of children's thinking are examined: the development of memory and perception, problem-solving, conceptual understanding and the development of basic concepts (number, space, time), the development of social cognition, the development of metacognitive processes and self-regulation. Finally, the discussion is set in the context of the reconciliation of Piaget's constructionist theory and nativist theory, and an attempt is made to make a connection with educational practice.

### **220. Developmental psychopathology and early relationships**

L. Anagnostaki

The course delves into developmental psychopathology and explores its connection to interpersonal communication in infancy and childhood. It examines theoretical and research evidence on the early relationships that develop between infants and their caregivers. Drawing primarily on psychodynamic theories, it sensitizes students to the observation of interactions between young children and their caregivers (including preschool teachers) and aims to provide the tools for students to become familiar with this very important aspect of working with infants and young children.

### **221. Group communication**

It will not be taught

Introduction to socio-psychological research and the theory of group 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 behavior; 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 the classroom.

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

L. Anagnostaki

Introduction of students to the subject of childhood psychological disorders and developmental psychopathology: developmental environments, basic principles, theoretical models and methodological issues. Initially, issues related to (a) the definition of the concepts of "normal" and "pathological", (b) the classification of mental disorders and (c) assessment are discussed. In order to raise students' awareness of the identification and treatment of disorders in preschool and early school-age children, emphasis is placed on the following: intellectual disability, autistic spectrum disorders, learning disabilities, attention deficit hyperactivity disorder, internalizing and externalizing disorders.

### **224. Classroom psychology: effective teaching and learning**

It will not be taught

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 the 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 perspectives for the interpretation of conceptual change. Paradigms of conceptual change in the domains of Mathematics, Physics, Biology, Observational Astronomy, and Religion, as well as pre-service teachers' beliefs about learning and teaching, 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.



## **227. Prejudice, stereotypes and intergroup conflict: social psychological approaches**

N. Bozatzis

The science of social psychology has turned its attention to the study of phenomena such as stereotypes, prejudice, and conflicts between social groups since the 1920s. This research emphasis has been predicated upon both domestic political developments in the United States (e.g., racism against the African-American population, ethnic conflict, and immigration restriction policies), as well as international (e.g., the rise of Fascism/Nazism, World War II, the Holocaust). Within the history of social psychology, prejudice, stereotypes, and intergroup conflict have been studied from multiple perspectives and approaches, and a plethora of theories have been put forward to explain them. In this course, the classic research milestones of the related social psychological literature are presented, and these different approaches are critically discussed. Particular emphasis will be placed on shifting the social psychological gaze from the level of social cognition to the level of group and intergroup processes and from there to the analysis of prejudice and stereotyping as social phenomena that are animated within interactive and ideological discursive contexts.

## **3. SOCIOLOGY UNIT**

In this particular unit, an introduction to the subject matter, concepts, methods, history, contemporary problems and trends in the social sciences is sought. The aim is to familiarize students with the research tools and interpretive approaches of the specific sciences. Both the relationships between the different disciplines and their connection to education and upbringing are explored. In particular, education is approached from a sociological, historical and comparative perspective. Emphasis is also placed on the study of educational policies, as well as on childhood as a social phenomenon. An introductory course in the most basic social science, sociology, is compulsory, as is an introductory course in the sociology of education.

At the heart of sociological approaches to education are issues such as the social role of the educational institution, equality and inequality of opportunity, social mobility through education, language and its codes, power relations and ideology in schools, the relationships and attitudes that develop in the classroom, symbolic interaction and communication, the cultivation of social identities, the reproduction of knowledge, the formation of subjects and socialization, the use and definition of school time and space, the development and social valorization of specific educational practices. Comparative analysis approaches educational reality in its social, economic, political, historical and cultural context. It is enriched by experiences relating to different countries and educational systems, by interdisciplinarity and by a critical/interventionalist attitude towards educational matters. In the context of the subject of education policy, education is understood as an activity of the modern state. Issues related to questions concerning theories of the state and interpretations of the relationship between the state, education and society, the processes of education policy formation through a critical approach, the relationship between public and private interests in education, and the comparative analysis of educational policies and reforms are examined. The history of education examines the development of educational institutions and pedagogical theories over time. Its intersections are sometimes chronological, sometimes geographical and sometimes ideological.

In order to obtain a degree, students are required to accumulate nine (9) Teaching Credits from the Sociology module (see details in the Curriculum).

### **301. Introduction to sociology (compulsory)**

V. Lekka, M. Leontsini

The general framework of the course concerns the familiarization with the theoretical approaches of Sociology. Particular emphasis is placed on the following units: social change, culture and civilization, theories of socialization, social stratification, poverty, social exclusion, social movements and collective action, social control and delinquency, ethnicity and social class, gender and sexualities. We will also refer to sociological research theories and methods.

The objectives of the course are to understand the concept of "sociological imagination" in the context of individual and collective action and to present the basic theoretical sociological examples: Structuralism, conflict theory, symbolic interaction; the emergence of the components of culture and the role of language in the process of culture; the analysis of key concepts related to social stratification, such as social class and social mobility; the discussion of theories on race and ethnicity; and an introductory presentation of the concepts of *social gender* and *biological sex* in relation to gender inequality.

### **303. Social parameters of the educational process**

A. Vassilopoulou

The course provides the basic theoretical tools for the analysis of different pedagogical practices within and outside the formal educational institution. Examples and objects of study will be different practices of formal, non-formal and non-formal education with a special focus on pre-school and primary school education. Through Basil Bernstein's theory of pedagogical practices and the extensions given to it by the continuators of his work, the class assumptions of practices, the pedagogical relationship, power relations, issues of social and symbolic control, the connection between everyday and school knowledge, the school-family relationship, the structure of communication, as well as the connection between micro- and macro-levels in the study of social and educational inequality will be studied. The course includes lectures, study of theoretical texts and research articles, presentations of original research by guest speakers, and presentations of analysis of pedagogical practices by students.

### **304. Sociological approaches to childhood I**

V. Lekka

The aim of the course is to familiarize students with the historical processes of the constitution of the concept of the "child" as a group with specific social, historical and cultural characteristics. From this perspective, childhood is not approached as an unhistorical and unchanging social category but as a specific historical and social product. Using the so-called "New Sociology of Childhood" as a basic analytical tool, the following topics, among others, will be examined in the course: the constitution of the modern concept of "child" in the 18th and 19th centuries; the concern that emerged in Western societies for the child's body and the child's psyche in the 19th and the first half of the 20th century, with a focus on the Greek case; the psychiatricization of childhood in modern societies, focusing on the case of ADHD; the gendered normalization of childhood; the case of children of war and migration; the reconstruction of childhood in the age of Social Media.

### **306. Introduction to the sociology of education (compulsory)**

N. Askouni

The course aims to familiarize students with the basic concepts and the subject matter of the Sociology of Education. It attempts to highlight what kind of questions this discipline poses, what tools it uses to study them, and what is the importance of the sociological approach to education. The content focuses on the issue of social inequality in education, the investigation of which determined the creation of the Sociology of Education as a specific discipline in the early 1960s. The emphasis is on the analysis of both visible (mainly economic or geographical) and invisible (cultural) dimensions of inequality in the educational context. The thematic areas of the course are:

- The concept of equality towards education and its evolution over time
- The relationship between school performance and students' socio-educational background: a reference to international data
- Social inequalities in the Greek educational framework
- School performance and intrinsic cognitive abilities. The social parameters of a genetic approach to intelligence
- Equity in education and social inequalities.
- Theories for the interpretation of social inequality in education:
  - Class relations, language codes and performance (B. Bernstein)
  - The theory of educational capital (P. Bourdieu)
- Educational practices and inequalities

### **308. Sociology of the body**

It will not be taught

The aim of the course is to familiarize students with the discipline of the Sociology of the Body and with the approach of the body, not as a universal and ahistorical category, but as a specific historical product, as a social and cultural construction. Using analytical tools from both the sociology of the body and the social history of medicine and psychiatry, and philosophy (especially, Michel Foucault's analytics of power-knowledge relations and the concept of biopolitics), the course will examine, among others, the following themes: the so-called "anatomo-politics of the human body" in the context of the emergence of biopolitical power and the consolidation of medical science in the 19th century; the case of the mentally ill body in Western societies; the persecution and killing of the lives considered "unworthy of living" in the Nazi regime; the emergence of the concept of the "biological citizen" in contemporary Western societies; the transformation of the body into a carrier of borders and dichotomies through the examination of contemporary forms of management of migration; contemporary forms of gendered embodiment; contemporary practices of body modification (tattoos, cosmetic interventions, etc.).

### **309. Globalization and education**

It will not be taught

The subject of the course is the analysis of the phenomenon of globalization as a new condition, which has a catalytic effect on the policies of the state. The economic, political and socio-cultural trends of globalization and its consequences for the reform of educational institutions are examined. In this context, the European Union is also examined as a political entity and as a promoter of the processes of globalization. The processes of the constitution of social rights within the framework of European institutions are analyzed, and in particular, the perception of education as a social right.

The following topics are examined in the course:

- Globalization as a new condition and its consequences for education and society,
- Europeanism as a political movement and idea,
- The procedures for the establishment of the EEC and the European Union (EU),
- The institutions and decision-making processes in the EU,
- Social policy trends in the EU, including educational policies,

- The concept of European citizenship and the emerging nature of social and political rights in the EU,
- Rights as a political and social stake in the context of globalization.

### **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) Industrialization,
- d) The development of nationalism and the formation of nation-states.

The above issues are approached through the spectrum of different political theories. The role of the state in education and the extent to which the public interest is constituted with regard to educational institutions are political stakes that are subject to different interpretations by political theory. The course, focusing on the major narratives of state theory developed in the context of modernity (liberalism, Marxism), as well as on some more recent approaches (welfare state, pluralism and post-modernity), aims to familiarize students with the main arguments concerning the interpretation of the complex state-education-society relationship.

### **311. Education policy I: educational institutions in early childhood**

E. Zambeta

The course analyses education as a field of the public sphere and political intervention of the state. It is developed in two modules that examine two distinct issues of education policy: (a) educational policies for early childhood and (b) the place of religion in education.

The first section seeks to present students with theoretical approaches that attempt to interpret the conditions of the constitution of institutions related to early childhood. It examines historically and comparatively the phenomenon of early childhood education in Europe and Greece. In this context, issues such as:

- Historical and social aspects of the earliest institutions of early childhood care and education; State intervention in early childhood education across Europe.
  - The social origins of the dichotomy between care and education in early childhood institutions.
  - Basic trends in the development of early childhood education institutions in Europe.
  - The professionalization of early childhood education institutions in Europe.
  - Religion as a social phenomenon; Religion and church institutions; Religion, modernity and education; The conceptual distinction between the faithful and (secular) citizen.
  - Church-State relationships in Europe and the place of religion in European educational systems.
  - The Church-State relationship in Greece; Religion and national identity in Greek education.
- The place of religion in the Greek educational system.
- Epistemological, social and political aspects of religion courses in the Greek school.
  - The treatment of religious diversity in the Greek educational system

### **313. Gender theories**

M. Leontsini

In this course, we will examine the way in which the Social Sciences (particularly Sociology and Anthropology) analyze the gendered dimension of sociality. We will analyze social gender as an organizing principle of social life, and the ways in which it relates to other analytical categories such as social class, ethnicity, sexuality, "race," etc. In the context of a review of gender theories, we will understand the concept of social gender in terms of how it is constructed and how it functions. With the help of the basic theories, we will attempt to approach the roles, attitudes and stereotypes associated with the social construction of gender identity. That is, we will treat masculinity and femininity as historically shaped categories of analysis, which are intertwined, interdependent and related to the power relations that bind individuals and groups. In addition to the historical formation of analytic categories, we will examine theories of performativity and their relevance for understanding gendered norms of sociality. The feminist analytical framework will highlight versions of the contestation of inherited structures and views. By briefly reviewing the history of the Western world, we will examine the functioning of gendered sociality over the last two centuries. The presentation of gender conceptions in different geographical regions (Asia, Africa, Europe, and America) during the second half of the 20th century will allow us to highlight the relationship between these conceptions, structures power relations and social stratification and reproduction. We will insist on the specificities of the Mediterranean region with references to the relevant Greek and international literature. The course will include film screenings and discussions, which will be informed by the presentation of theoretical considerations.

### **314. Gender and cultural practices**

M. Leontsini

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. In this discussion, social capital, i.e. the ways in which groups produce relationships and mobilize resources, is of particular importance. At the same time, differences in the social meaning of participation in culture are linked to the formation/reproduction of social inequalities. This course will analyze the constitution of social and cultural capital, with particular attention to the historical components of reading practice over the last two centuries, the meanings of reading in rural and urban areas, and the role of the school (course, performance) in shaping cultural practices. The discussion on access to cultural practices highlights the gendered dimension of social inequality.

### **316. Anthropology of education**

It will not be taught

### **317. Sociological approaches to childhood II**

V. Lekka

The course is based on the theoretical starting points of "Sociological Approaches to Childhood I" and on the approach to childhood as a social and historical construction. Focusing on the approach of the "New Sociology of Childhood", the course aims at the in-depth study and analysis of a series of themes revolving around the concept of "child" and "childhood" in contemporary societies of the late 20th and early 21st century: "normal" and "abnormal" children in contemporary Western societies and the (psycho)medicalization of childhood; play and the commodification of childhood; contemporary forms of child labor; forms of depicting childhood in contemporary art (film, literature, painting), but also in the media; the "Western" and "non-Western" child; forms of "childhood" in the age of Social Media.

### **318. Politics of life and death**

It will not be taught

The aim of the course is to highlight the social, historical and political dimensions of life and death. Starting from the thesis that life and death are not exclusively biological phenomena, the course focuses on the historical conditions of the consolidation of life and death as political and social problems, and on the forms of management and safeguarding of human life, as well as the extermination of those considered "dangerous" lives. In this light, drawing analytical tools from the sociology of the body and sociological approaches to death, the philosophy and social history of medicine and psychiatry, the course examines the following themes: the historical conditions of the emergence of a systematic interest in human life in the context of the consolidation of capitalism and the emergence of biopolitical societies in the 19th century; the constitution of health, illness and death as medical, but also as social and political problems; the Nazi crimes against lives considered "unworthy of being lived"; contemporary forms of discrimination and exclusion of particular lives by examining the case of LGBTI people as well as immigrants; the apotheosis of youth, ageism and contemporary "biological citizens"; the case of suicide in the context of the biopolitical management of life and death.

### **319. Management of educational units**

E. Zambeta

The subject of the course is the analysis of the administrative structure of the Greek educational system. In particular, the course focuses on the understanding of educational units as organizations and the analysis of the particular characteristics of the administration of an educational organization. The main topics of the course are the following.

- The main traditions in management science: the Anglo-Saxon and the Central European model. The historical origins of public administration in Greece.
- The concept of organization in management science.
- The basic functions of management (planning, organizing, guiding, controlling). The importance of planning and the need for evaluation and accountability of public organizations.
- Educational establishments as administrative organizations.
- The administrative structure of the Greek educational system.
- The management and development of human resources in educational establishments.
- The role of leadership in human resource management.
- Basic principles of democratic and effective governance of educational organizations.
- Change and innovation at the school level: challenges and conflict management.

### **320. Children and space: pedagogical and sociological approaches**

It will not be taught

The object of the course is to explore children's everyday experience of space. The course includes the study of theoretical approaches and research, which are mainly within the Social Sciences (in particular, sociology, anthropology and geography). What these approaches have in common with contemporary pedagogical theories is the adoption of the perspective of children as acting subjects and the attempt to bring out the voice of children, their practices, perceptions and meanings in relation to the spaces in which they move on a daily basis.

The course consists of the following modules:

- Examination of the concept of space as a social and cultural product, i.e. as a field of the constitution of social relations and production of identities, which is simultaneously produced and transformed by the action of the subjects.
- Promoting children's perspective as active actors, able to produce meanings in relation to the spaces in which they live and move and to negotiate boundaries and limitations.
- Focus on specific parts of the urban space (home, neighborhood, play spaces, formal and non-formal learning spaces), the ways in which children use it (movement, action, practices),



the degree of autonomy/dependence on adults and the forms of creative response to limits and constraints.

- Emphasis on the social, cultural and historical context that shapes the lived experience of the space (social class, gender, migration, migrant populations).

- Presentation of research and educational tools aimed at empowering and highlighting children's voices (photography, video, mental maps, pathways, as well as narratives, interviews, group discussions, and observation).

The course is a seminar course (maximum number of 30 students). It includes presentations, an analysis of educational interventions, and presentations by invited speakers. Assessment is achieved by the means of an assignment.

### **321. Immigration and education: sociological approaches**

It will not be taught

The course examines the role of education in the context of contemporary multicultural societies. It focuses on the way in which state education systems define and deal with the ethnic/national 'Other' in the so-called Western world. Emphasis is placed on a critical approach to the categories of "minorities", "migrants" "refugees", the exploration of policies for managing ethno-cultural diversity, and the role of education in relation to issues of ethnic identity, racism, inclusion, political participation and exclusion.

## **4. METHODOLOGY UNIT**

The courses in this module deal with the characteristics and processes of scientific knowledge production. They first provide the necessary knowledge of epistemological and methodological concepts, tools, concerns and directions so that it is then possible to follow other courses in the same module, which are specialized in the analysis of research data. Topics covered include truth and objectivity, history and critique of methods, the relationship between natural and social sciences, scientific evolution and progress, history and sociology of science, research and the researcher, scientific reliability and validity, explanation and interpretation, methods and techniques, sampling techniques, and applications. In addition, the courses aim to familiarize students with the writing of a scientific paper, a prerequisite for participation in most courses in the curriculum.

Finally, the possibility of deepening the quantitative and qualitative research methods is given. In the former, we work with numerical data obtained when using the methods of observation or experimentation. Methods of managing and analyzing educational research data are presented, with the aim of describing and interpreting the phenomena reflected in these data. Qualitative research has specific rules and principles. Relevant courses deal with the issue of objectivity, as well as with a variety of techniques such as content analysis, discourse analysis, field and participant observation, and ethnomethodology. Applications of qualitative methods to research projects on educational relations and practices are also proposed.

The compulsory courses of the module are three and concern two general issues of research methodology and the third one, the quantitative analysis of empirical data.

In order to obtain a degree, students are required to accumulate nine (9) Teaching Credits from the Methodology module (see details in the Curriculum).

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

N. Bozatzis, V. Lekka, A. Vassilopoulou,

An introduction to a wide spectrum of research methods employed in the social sciences, especially in the study of education. It briefly covers 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)**

A. Godelos

This is an introductory Statistics course, consisting of a lecture and a weekly laboratory activity. The lecture introduces methods and techniques of Descriptive and Inferential Statistics, such as frequency distributions, measures of central tendency, measures of dispersion, normal distribution, evaluation of individual cases, sampling, sampling distribution, pointwise estimation of parameters, estimation with confidence intervals, introduction to hypothesis testing, t-testing, tests with the  $\chi^2$  distribution, simple regression and correlation with Pearson's coefficient. In the compulsory laboratory exercise students practice using statistical software with the help of which they understand the methods taught in the lecture and process data from surveys conducted. The assessment of the students includes two types of examinations: one based on the exploration of research hypotheses using statistical software and the other on theory comprehension questions and problem solving.

## 5. EDUCATION IN THE SCIENCES UNIT

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.

In order to obtain a degree, students are required to accumulate six (6) Teaching Credits from 2 Compulsory Courses (see in detail in the Curriculum).

**502. Science in early childhood education (compulsory)**

P. Pantidos

The course aims to familiarize students with the processes of teaching and learning concepts from science for early childhood education. Issues concerning school, scientific and experiential knowledge, the constitution of NS curricula, the characteristics of children's thinking about concepts and phenomena of the natural world, children's ideas about specific NS concepts and their relation to the scientifically compatible, theories of teaching-learning from NS didactics, the conditions for the constitution of teaching activities and the proposed activities for specific scientific concepts. The assessment of students is formative and inferential and is implemented through written group work of limited scope, individual work, and a final written test.

**5K1. Theater applications and science education I**

It will not be taught



Puppet theater 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 the position of viewer/spectator (who represents, predicts and interprets “facts”) to the position of the operator (who intervenes and “materializes” them) and vice versa. Finally, physical events, as represented, at least through demonstration experiments, are theatrical events in a theater of objects.

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 (compulsory)**

D. Chasapis

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 numbers 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, explicit and decimal numbers).

#### **505. Introduction to informatics**

D. Manesis

This is a two-hour introductory IT course consisting of a weekly lecture and a laboratory activity. The lecture introduces the Windows operating system, the Microsoft Word word processor, the Microsoft Excel spreadsheet, the PowerPoint presentation application and basic web applications (web explorers and email). In the compulsory laboratory exercise, students practice using the applications with the help of guided exercises. Students will carry out individual assignments in which they search and process data using one or more applications and deliver their results and conclusions in the form of a PowerPoint presentation. The assessment of students includes (a) an examination based on the processing of data (text or tables) using the software taught in the course and (b) an evaluation of the individual work presented by the student.

#### **506. Information and communication technologies (ICT) in education**

I. Voulgari

ICTs constitute a set of valuable tools for supporting teaching and learning. More specifically, 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 relevant technologies, practices, learning theories, pedagogies, and academic research. The course aims to help students effectively integrate ICTs into the educational process as well as to design and optimize 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, behaviorist theories), implementation of ICTs in 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. Teaching biology: Evolution as a unified theory**

K. Athanasiou

The course is designed for students in the Education Department and refers to an introduction to biological sciences. The uniqueness of the course lies in the fact that it does not integrate the study of evolution by natural selection as a sub-chapter but uses it as the unifying theory for the study and understanding of all other concepts and units of biology. (a) The course is attended by students for whom biology is not the main subject of interest but an auxiliary tool for understanding other subjects such as Environmental Science and Ecology, Health Education, Special Education, Human Sciences, etc. (b) Many individual chapters from the topics of the Biological Sciences are for the students of the Pedagogical Departments objects of their future teaching (chapters on the classification of animals and plants have been included in the syllabus). (c) There are open or specialized issues in Education Sciences which require the student's familiarity with basic knowledge of Biology or Genetics. This need dictated that the chapters on Cell Genetics, Heredity and the Nervous System be included in the syllabus.

### **511. Materials and activities for introducing mathematics in early childhood I**

It will not be taught

The course introduces the approach 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), 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 materials 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 with, familiarize themselves and understand the 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**

D. Kouloumpou

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**

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, tools and services provided by the Digital World for supporting educational practices and 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 (behaviorism, 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 the 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. Voulgari

This course focuses on designing, developing, implementing, and evaluating 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 the 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**

J. Starakis

The main purpose of the course is to familiarize students with the role of experiments 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 children's ideas for exploring and applying knowledge. The course also focuses on the relevance of experiments to the psychosocial development of preschool students, as well as the advantages of conducting them with the use of everyday materials. The assessment of the students is formative and inferential and is implemented through written group work of limited scope, oral presentation of group work in a micro-teaching context and a final written test. The course is a workshop, and the maximum number of participants is twenty (20).

### **523. Interdisciplinary approaches to science communication**

I. Giannoulatou

This course approaches interdisciplinarity as a concept that enriches science communication by emphasizing the role of creative practices, especially the hybrid sci-art (Art Science) genre. It addresses issues such as the importance of communicating science to the general public, the role of interdisciplinarity in the production of scientific knowledge and in science communication, the role of creativity in bridging the gap between the academic environment and society, SciArt, Art Science and STEAM methodologies, the techniques of storytelling from the visual, plastic, performing and digital arts and their use in the context of science communication, the formation of interdisciplinary teams and the development of a common language through creative communication techniques. Students work in groups, and teamwork and the contribution of each member to it are assessed.

## **6. FINE ARTS EDUCATION UNIT**

The module aims to familiarize students with the use of the arts in the field of education both as an object of learning and as an educational tool. A prerequisite for this is theoretical training in the relevant arts. It is compulsory to choose three courses: one from the field of music and movement education, one related to the visual arts and one related to theater.

In more detail, the courses provide the theoretical foundations of music and movement education, analyze the basic elements of music-movement games, teach the first forms of improvisation and examine the principles of teaching music to children. At the same time, an experiential approach to singing, the use of musical instruments and the construction of musical instruments with simple materials is taken.

The courses in visual arts education consist of two modules: that of familiarization with the basic concepts and techniques of the visual arts and that of the study of their teaching as a scientific discipline. Each of the modules combines the theoretical and practical aspects of the subject matter. The theoretical study of the history of the visual arts is accompanied by personal experience of artistic creation (offered in the workshop: 608. Visual arts: elements and techniques). Examination of the basic parameters of visual arts teaching, as well as contemporary approaches to the analysis of children's drawing (618. Children's drawing: contemporary approaches), is accompanied by practice in artistic activities suitable for application in early childhood (93H. Teaching drawing at pre-school).

The theater education courses aim to familiarize students with theater on a theoretical and practical level. Theatrical practice as a means of cultivation aims at acquiring both knowledge and the ability to use the skills acquired in practice, but also to create theatrical events within the educational program and in the educational process itself. It also aims to activate students' knowledge and potential at all levels and through the awareness of their strengths to exercise themselves physically, mentally and spiritually.

In order to obtain a degree, students are required to accumulate nine (9) Teaching Credits from the Fine Arts Education module (see details in the Curriculum).

## **6.A. Music and movement education**

### **601. Theories of music and movement education**

O. Agalianou

The development of the theories of music and movement education, as we know them today, began at the beginning of the 20th century and was part of the general trend of the time to redefine education. They were influenced by the artistic, scientific and social atmosphere of the time. A key element is the reconnection between music and movement education. The course presents the basic approaches of music and movement education: tracing their roots, presenting their basic principles and the possibilities of their use in childhood in the context of aesthetic education. Particular emphasis is placed on the understanding of basic musical concepts, their relationship with movement and speech as rhythmic phenomena, how to select appropriate material and educational media and their use in music pedagogy. The pedagogical framework of contemporary music and movement education and the role of the teacher are also examined. At the same time, the stages of children's musical development and their correlation with their general development are studied. The lessons are conducted through lectures, discussions and screenings. They aim to provide knowledge, information and motivation so that students form a personal view of music pedagogy and a way of thinking that will enhance their personal and professional development.

### **602. Building improvised musical instruments with odd materials**

It will not be taught

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, and seashells. Rhythmic and melodic games through the use of these improvised musical instruments. The theoretical part includes lectures and discussions, and the laboratory part includes the construction of small improvised musical instruments and their use.

### **605. Construction of musical instruments for introducing musical idioms I**

It will not be taught

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 on constructing musical instruments.

### **606. Percussive musical instruments and sound generators**

It will not be taught

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, and 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 the use of techniques such as rhythmic recitation and rhythmic notation. Students' musical and educational horizons are broadened through lectures given by expert teachers, composers and percussion performers.



## **619. Introduction to Orff-Schulwerk**

O. Agalianou

One of the most widely used approaches to music and movement education is that developed by Carl Orff and Gunild Keetman. Its popularity is due to its inherent ability to evolve and be updated in space and time. It is based on three interacting pillars: art, education and humanism. It uses speech, music and movement as its means in all their possible relationships, with rhythm as the catalyst. The course brings students into first contact with the principles, values and basic techniques of music and movement education of Orff in order to enable them to process multi-layered verbal, musical and kinetic material such as poems, proverbs, songs, dances, etc., as well as material from the visual arts. Music and movement education of Orff techniques allows anyone who speaks a rudimentary mother tongue and has mastered the basic forms of movement to actively participate in the experience of musical composition and performance, musical and movement improvisation and dance performance. The main goals of music and movement education of Orff are to develop expressiveness, creativity and collaborative skills. Special emphasis is placed on speech: the connection of meaning, prosody and intonation with movement, music and its use in musical and kinetic improvisation, expression and creation. Music and movement education Orff proposes the layered processing of an elemental material and focuses on the creation of a corresponding way of thinking. The course combines practice and theory through experiential activities that are based on the practical participation of students.

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

It will not be taught

The musical instrument (which was built in lesson 605. Construction of musical instruments for introducing musical idioms I) becomes a motivation for learning the basic playing technique. Students learn to play and read basic rhythms using rhythmic notation. They become familiar with rhythms and patterns from auditions through participation in musical events by playing and singing. In this way, they learn to recognize and creatively reproduce what they hear, emphasizing orality. Techniques from the field of scholarly and traditional music are used for learning.

## **624. Historical, cultural and pedagogical dimensions of musical instruments**

A.Kapsokavadis

A musical instrument is a construction, an artefact, which encloses, among other things, historical and cultural elements and is used to create or enrich the timbral palette of music and as a "music learning tool". It is a combination of technology, applied science and artistic creation in terms of its visual dimension and sound quality. It has evolved and transformed over time, sometimes drastically and sometimes marginally, in terms of its construction, materials and playing technique. Furthermore, it has been tied to myths about its origins and construction, stereotypes concerning the difficulty or ease of playing and specific musical genres in which it is used, as well as gender stereotypes in relation to the ability to play specific musical instruments. All musical instruments depend on the interaction and interplay of four factors: available materials, technological developments, cultural influences (myths, stereotypes, values and prejudices) and migrations.

## **627. Dance in education**

O. Agalianou

Dance is considered a universal way of expression and communication. It is one of the oldest art forms and has been widely used in education. 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 potential 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 into 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 a means of social cohesion. During the lesson process, theory is closely linked to praxis and the significant knowledge is based on experiential knowledge through students' participation in targeted activities and their reflection on them.

### **632. Pedagogical dimensions of artistic creation and performance**

It will not be taught

All artistic creation is a process that involves research, reproduction and production, organization, decision-making and collaboration in order to create and perform an artistic product. As such, a process creates meaningful experiences ready for reflection, which leads to knowledge. The production of a performance and artistic performance are pedagogical tools of knowledge, familiarity with material and immaterial forms of art, creative expression and improvisational intervention. Students will be invited to choose themes which they will process critically and artistically to come into contact with the problematic that develops during artistic creation in order to design and implement a music-dance (music-movement) performance. The aim of the course is to provide the knowledge that emerges from the process and reflection on the participatory preparation, production and presentation of a performance. A sub-objective is to understand the preparation and realization of a performance as an educational tool. Emphasis is placed on the pedagogical approach to the issues.

## **6.B. Visual arts education**

### **607. Visual arts education**

It will not be taught

The main themes of the course are the historical dimension of the teaching of visual arts as a discipline, the theoretical framework of the most prevalent educational models and the contemporary problems and practices of art education. The guiding role of the teacher is studied in terms of artistic themes, the cultivation of visual perception, the appreciation of artistic work and its social role. Finally, based on the above parameters, an attempt is made to plan and organize visual arts lessons/examples.

### **608. Visual arts: elements and techniques**

I. Christakos



The course aims to introduce students to the morphoplastic elements and techniques of visual language through the principles of design and composition as well as the theory of colour. More specifically, students are expected to become familiar with the creation of artwork, to recognize and understand the elements and qualities that constitute a visual artwork, to acquire technical skills of visual writing, to practice the creation of visual artworks, to be able to understand visual artworks, to be methodologically equipped to design and implement visual art activities for children in kindergarten. Students are introduced in depth to visual art and become familiar with a set of methods, practices, mediums and materials of visual art practice. Having followed this learning cycle they will acquire a wide range of information and gradually develop a personal working process that incorporates plastic research and practice of methods and materials. The course includes practical-laboratory practice, theory, introduction and development of methodologies and judging criteria. More specifically, students are introduced to the process and techniques of drawing and color, which constitute the basic language elements of painting, and practice drawing physical forms, which includes compositions of objects and lifeless nature. There is also an introduction to the creation of works with clay, which is an original, plastic material in sculpture, and the techniques and methods of its use, while students also learn techniques and methods of composing small-scale works and mosaics using mixed techniques.

### **610. Introduction to Visual Arts**

I. Christakos

The aim of this course is to acquire both theoretical knowledge and practical experience in the arts. Through the presentation of works of art and the examination of specific historical periods, students are expected to become familiar with the language of painting, sculpture and engraving; to cultivate the criteria for understanding visual artworks; to approach, analyze and understand works and characteristics of periods within the history of art; to understand concepts such as drawing, color, light, space and composition; to become familiar with the morphoplastic elements of painting such as line, plane, tone and shadow; and to create personal works. In addition, the objectives of the course are to experiment with the means and methods of teaching visual arts and to design visual arts educational activities for preschool and early school age children. In this course, artworks are analysed and their formal elements are studied. Students become familiar with the basic principles of visual arts. Through the observation of the artworks, the concept of space in visual art practice is studied and how through a system of visual illusions the rendering of the third dimension is achieved. There is a presentation of artistic periods and aesthetic currents that determined the development of the plastic arts. The course introduces the basic elements of colour such as hue, purity, tonality, tonal range of a colour, brilliance, saturation, intensity and temperature of colour, as well as colour studies and colour charts. Students create black and white original works and practice designing from scratch. As part of their practice in teaching visual arts in kindergarten, they devise lesson plans and develop methodological models in visual arts teaching.

### **633. Forms of visual creation**

I. Christakos

The course aims to introduce basic forms of artistic expression, such as sculpture, engraving and construction, as well as the design of learning plans for children of preschool and early school age. Students are expected to cultivate criteria for appreciating and evaluating their own and children's visual artworks; to acquire basic knowledge and experiment in creating artworks using the method of sculpture and, more specifically, clay sculpture; to understand and study the tools and the techniques for the creation of collage. Finally, the course aims to broaden their creativity by using recyclable waste materials to design complex artworks by implementing artistic micro-constructions. In addition, within the framework of the teaching approaches, students will design learning activities related to the visual applications of sculpture and construction in pre-school and early school age.

### **634. Painting: teaching approaches**

I. Christakos

This course is designed to equip future kindergarten teachers with the skill to observe a painting in order to perceive, judge, and create. More specifically, students are expected to become more familiar with the art of painting and its methodology, to understand the morphoplastic elements of painting, i.e. drawing and colour, to practice creating paintings, to be methodologically equipped to talk about painting to children in kindergarten and, finally, to design learning activities related to painting. The course includes a personal assignment, which incorporates plastic research and practice in drawing, painting and materials such as pencil, ink, tempera and crayons, as well as realizing "painting" projects with mixed materials such as paper, photographs, etc. (collage) and, finally, practice in portraiture and the human body. Based on and inspired by a work of art, students will design a supervisory tool with which to implement a teaching objective and describe in detail a lesson plan for preschool and early school age.

### **618. Children's drawing: contemporary approaches**

It will not be taught

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 visual realism.

## **6.C. Theater Education**

### **611. Introduction to puppet theater**

It will not be taught

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 aspects of theater/pedagogical applications**

M. Pigkou-Repousi

The course focuses on different theatrical genres, primarily of postdramatic theatre, exploring both its history and the work of significant directors and theatre companies that engaged with pedagogical theories and shaped the dominant methodologies in the field of Theatre in Education. Within this framework, the political and social contexts of each theatrical genre are analyzed, as well as specific techniques and methodologies employed in each case. Subsequently, all these elements are connected to pedagogy, illustrating how this new synthesis shapes the field of theatre in education.

### **6K1. Theater applications and science education I**

It will not be taught

Puppet theater as a theatrical art is a multifaceted space for the management of language, movement, image, music and stagecraft. However, a significant part of this management can be based on concepts and practices from the natural sciences (nature and management of light, construction of figurines, interpretations of related phenomena, etc.). At the same time, the activities associated with puppetry can be transformed into a satisfactory analogue of laboratory science activities, where the subject switches roles: he/she attempts a repeated shift from the position of spectator/observer (representing, predicting and interpreting 'events') to that of operator (intervening and 'implementing' them), and vice versa. Finally, physical events, as represented, at least through demonstration experiments, are theatrical events of a theater of objects.

The aim of the course is to explore and record different ways of using puppetry as an autonomous theatrical expression and, at the same time, as a means of teaching ideas and practices of science in early childhood.

The content of the course consists of two modules:

1. Presentation and analysis of different theatrical expressions. Representation and "construction" of natural phenomena: scientific and didactic dimension (study of authentic scientific texts, laboratory activities, etc.).
2. Students design and implement educational activities for children of pre-school and early school age. In this context, they are required to manage their material under the conditions set by both the scientific assumptions and practices of science and the principles and assumptions of aesthetics and teaching. The course is assessed through a public presentation of the student's work.

### **623. Theater/Drama in education: pedagogical and social intervention**

P. Giannouli

The course familiarizes students with a broad range of techniques employed in theater/ 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 theater. The approach includes constructing lesson plans for children, whereas theater work aims at enhancing communication, cooperation, understanding of self and others, as well as conflict management. The ultimate aim of the seminar is the creation 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 theater/drama in education.

### **628. Theater in education programs: devising, structuring, implementing**

P. Giannouli

The course aims to familiarize students with the process of a Theater in Education (TIE) program. A TIE program is based on the combination of theater and pedagogy and consists of the creation of a series of activities relating to a theme that has to do with the children's lives or the world they live in. Students will go through all the stages that the structure of a TIE program demands: research of the theme, short theater performance, theater 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 program. Students are required to have taken at least one other course from subsection 6.C. Theater Education.

### **629. Theatrical pedagogical approaches and applications within education**

It will not be taught

Students will become acquainted with international approaches and forms of Theater/ Drama in Education and their connection to contemporary pedagogical theories. The aim of this module is for students to understand how Theater/Drama in an 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 aesthetic considerations through a pleasant discovery and learning process. Expected learning outcomes include students becoming familiar with key elements of the art of Theater, developing expression and facilitation skills, learning how to design and run a theater workshop and other cultural activities for and with children. The course combines theory and practice in the form of participation in a practical workshop.

### **631. Introduction to theater education**

P. Giannouli

The course aims to acquaint students with the forms and the characteristic elements of theater as well as their associated discourses and influence on educational structures (formal, non-formal, non-formal). 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 theater in non-formal learning, in the formal and non-formal educational sector and in the contemporary theater-pedagogical contexts. In this framework, there will be explored the emergent, especially from the beginning of the 20th century, interconnections of theater 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 theater/drama in education will be explored and examined, focusing on the influences from specific forms of theater. There will be a critical discourse on the contemporary dialogue for theater/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.

## **7. LANGUAGE, LITERATURE, HISTORY UNIT**

This module offers courses that familiarize students with various disciplines of human sciences, especially children's literature, linguistics and history. There are three compulsory courses in the module: one introduction to children's literature, one to linguistics and one to history.

Linguistics courses introduce the theoretical and methodological principles of the field and interdisciplinary approaches dealing with psychological, social and biological aspects of language, as well as its relation to education (especially psycholinguistics, sociolinguistics and applied linguistics). Their main aim is to show how everyday perceptions of language are far removed from scientific ones and are governed by social prejudices. Understanding these issues is of immediate priority for everyday teaching practice and for the awareness of the social role of education.

Courses in Children's Literature, first of all, provide information on basic issues concerning its theory, criticism and history. They deal more thoroughly with ideological issues since texts for children not only have literary and aesthetic claims but always convey ideological messages. The more general aim of the courses in this area is to highlight the specificity of this 'area' of literature in relation to adult literature. Emphasis is placed on the relationship between children's texts and other literature, especially women's and multicultural literature. While these issues are approached through the historical dimension, emphasis is placed on the present day.

History lessons aim to develop an understanding of the historical past through systematic investigation, classification and evaluation of the data from the analysis of historical information. The aim is to create the prerequisites for the formation of a coherent argument and the formulation of well-founded opinions. The aim of the course is to approach the historical phenomenon by acquiring and establishing basic knowledge of Greek and European history, as well as the history of education.

In order to obtain a degree, students are required to accumulate twelve (12) Teaching Credits from the Language, Literature, and History module (see details in the Curriculum).

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

A. Yannicopoulou

Introduction to Children's Literature explores issues of theory and criticism of children's literature. Initially, an attempt is made to formulate a definition and delimit the field of study of children's literature. Besides it examines the characteristics of texts for children, as well as the current broadening of the concept of the reader as reader-viewer, reader-player and reader-user. In addition, the genres of children's literature are discussed, with emphasis on genres relevant to novice readers (e.g. fairy tales, Aesop's myths). Particular emphasis is given to the study of narrative categories of theme, plot, characters, setting, and point of view, and the examination of intertextuality, metafiction, and subjective elements.

#### **706. Teaching children's literature in preschool education**

Ch. Kouraki

The transition from literary theory to teaching practice is neither self-evident nor particularly easy. The course examines issues concerning the "teaching" of literature in early childhood education. In particular, more practical issues, such as the criteria for selecting a book, the ways of presenting it to kindergarten students, the development of literacy, etc., are studied, as well as theoretical issues, such as the multimodality of children's texts, intertextuality, visual literacy, verbal and visual humor, the materiality of the book, etc. Students are asked to formulate their own teaching proposals on specific topics.

#### **707. Modern and contemporary Greek history (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**

E. Avgeridis

Education in the Balkans during the period of Ottoman rule. Education in the new Greek state from 1830 onwards. Language struggles at the end of the 19th century and the beginning of the 20th: "Evangelicals" and "Orestians". Educational reform at the beginning of the 20th century: the Girls' School of Volos, the Educational Club, and the Student Society. The attempts of reform and counter-reform, 1913-1922. The 'Marasleia', the dissolution of the Educational Club. The reform of 1929. Education in the years of Metaxas' dictatorship. Education in the Resistance. The educational reform of 1964. Education in the years of the seven years, 1967-1974. The reform of 1976.

### **709. Introduction to linguistics (compulsory)**

P. Panagopoulos, V. Tsakona

The aim of the course is to introduce students to the scientific view of language, emphasizing the analysis of the Greek language and seeking to refute widely held inaccurate views and myths about language as a communicative medium and social phenomenon. After a brief presentation of the functions of language and the individual disciplines of linguistics, the following topics are discussed: the priority of spoken language, writing systems, historical orthography, the concepts of 'linguistic error' and the linguistic sign, and the relationships between meanings and semantic change. Emphasis is also placed on pragmatic and sociolinguistic concepts such as speech acts, text, context, coherence, intertextuality, linguistic variation, style, register, anti-languages, dialects, language attitudes and language standardization.



## **710. Written language, society, and cognition**

P. Panagopoulos

The course begins with an overview of basic concepts, theoretical approaches and methodological tools for studying writing from the perspective of psycholinguistics, sociolinguistics and language teaching. In particular, the relationship between language and cognition, i.e. the relationship between the written word and cognition, the relationship between language and society, the relationship between the written word and society in particular, and the teaching of writing and reading. In addition, concepts, keywords and theories such as Greeklish, historical orthography, linguistic sexism, reading and writing as cognitive processes, literacy, and the relationship between written and spoken language, among others, are presented. In addition, there is a discussion of key representatives and pioneers of psycholinguistics, sociolinguistics, and the teaching of writing. Particularly, as for the teaching of writing in schools, we refer to various theoretical approaches that have been applied since the beginning of the 20th century, such as the traditional linguistic approach, the psychocognitive approach, the expressive procedural approach and the sociocultural approach.

## **711. Greek history, 20th century**

E. Avgeridis

The course examines the major events, key concepts and distinct periods of the history of Greece in the 20th century, through contemporary historiographical approaches, methodological tools and archival sources. The aim is to present and reify different political, social, economic and cultural aspects of Greek history in relation to developments in Europe and, more broadly, in the international context. In constant dialogue with the sources, both in terms of their utilization in historical research and their creative use in education, the course is structured in thematic units, which are organized chronologically and focus on the following periods of the "short" Greek 20th century: (a) from the Goudi movement to the Asia Minor Campaign, 1909-1922; (b) the Greek interwar period, 1922-1940; (c) the 1940s (Occupation, Resistance, Civil War); (d) the post-civil war state, 1950-1967; (e) the military dictatorship, 1967-1974; (f) the Regime-change and democratization, 1974-1989. Based on the above periodization, the intersections, continuities and temporalities of the different phenomena that constitute it are examined, the basic concepts and their historicity are analyzed, while the discussion is extended to the 'before' and 'after', on the one hand to the early 20th century and on the other hand to its last decade. The historical review is accompanied by the presentation of audiovisual material and the use of modern educational tools (digital museums, interactive applications, learning cards, etc.), aiming at a deeper understanding of the complex phenomena that constitute a long and turbulent period of Greek history, as well as the familiarization of students with the methodological tools and practices of public and digital human studies.

## **714. Bilingualism and education**

D. Akriotou

In this lesson, we explore the phenomenon of bilingualism and how it has been studied both from the education perspective and by psycholinguists/neurolinguists. In particular, we discuss some terminology issues to describe the linguistic acquisition of two languages/language varieties. In addition, we study how bilingualism is approached at individual and social levels. We approach the factors influencing the acquisition of a second language and the benefits and advantages of learning and using a second language, mainly on an individual level (cognitive skills, brain structure). In addition, we discuss issues of political correctness in bilingualism and methods of teaching a second language in education. We describe and study situations of bilingualism in Greece and abroad, such as cases of children of Albanian-speaking immigrants in Greece, Roma children, Greek Cypriots and Turkish Cypriots in Cyprus, and bilingual speakers in Canada, Haiti, Switzerland, and Singapore. We see that bilingualism is not a simple linguistic phenomenon but a complex phenomenon that touches on linguistic, social, political and economic factors.

### **716. Ideology in children's literature**

It will not be taught

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.

### **717. Children's literature: theory and teaching practice**

A. Yannicopoulou

Although the common perception of children's picturebook has been identified with a young audience and therefore with simplicity and ease, research shows that it is an ambitious and demanding genre that can satisfy and offer aesthetic pleasure not only to the young child but also to the adult (co-)reader. The course will examine issues of children's picturebook theory, such as the relationships between words and pictures, genres in which visual narrative is the primary means of conveying the textual message (wordless picture book, graphic novel, comic book) and issues of visual literacy, in an attempt to highlight the difficulties involved for all, children and adults alike, in reading pictures. Alongside the study of theoretical issues, an attempt will be made to link them to teaching practice: how preschool children will enjoy picturebooks and read the pictures even before they learn to read the words.

### **718. Children's literature: theoretical approaches**

It will not be taught

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 on creative writing). Moreover, students become acquainted with the categorization of children's literature into genres, with emphasis on 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 into literature norms more generally but also of all fictional texts, regardless of the medium through which they are constructed.

### **719. Language and thought**

It will not be taught

A historical review of philosophical and scientific ideas about the relationship between language and cognition. Theoretical approaches to language and cognition. Language and the development of cognitive processes: various theoretical approaches that support or exclude the mediation of language in processes such as perception, memory, and especially thinking. Focus on theories that see language and thought as interrelated, in particular those that study scientific language and thought and the child's transition to them through school. Differences between languages in their structure and uses and their possible association with differences in thinking and perception.



## **720. History and illustrated books**

It will not be taught

The seminar will study issues concerning the way history is transformed into stories in illustrated books for young children. Using mainly illustrated children's books as material, but also novels, textbooks for history lessons, films with historical content and plays, and theoretical concerns interwoven with fictional texts with historical themes will be examined. The study will be based on three dilemmas that, in essence, constitute three oddities inherent in literature with historical content for young children: (a) The "truth" of real events as opposed to myth in literature, (b) The harsh, violent events, such as war, as opposed to "innocent" children/readers, and (c) The collective/participatory nature of events (e.g. a campaign), as opposed to the individualized experience of the literary hero. Attendance is compulsory.

## **721. Critical literacy**

V. Tsakona

The course begins with a brief introduction to the basic principles of the text-linguistic approach to language and language teaching. Then, definitions and types of literacy, their relation to school success/failure, as well as concepts such as literacy practices, literacy events and domains, (critical) language awareness and multiliteracies are discussed. Emphasis is placed on the ethnographic approach to literacy and the cultivation of critical literacy in early childhood education. The course also refers to the objectives of adult literacy education and literacy in the workplace.

## **722. Sociolinguistics**

V. Tsakona

The course focuses on issues of language variation. In particular, basic principles, methods and concepts of traditional and social dialectology are discussed. Aspects of language contact such as diglossia, bilingualism, minority languages, code-switching and code-mixing, and the creation of "new" languages are also examined. Language maintenance, language shift and language death are discussed as outcomes of language contact. A central theme of the course is also language inequality in the form of linguistic sexism, linguistic prejudice and language attitudes. These concepts are linked to the sociolinguistic account of school failure. Finally, the methodology of sociolinguistic research is discussed: its stages, the main data collection techniques, and the role of communities of practice. The above concepts and theories are linked, through specific examples, to the Greek sociolinguistic reality and, in particular, to Greek education.

## **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 in which we participate.

## **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 languages, 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.

## **725. Creative writing**

Ch. Kouraki

The aim of the course, which is laboratory-based and taught in seminar form, is not to create new writers but to familiarize students with contemporary trends in the theory of children's literature so that they can become critical readers of texts. Students will be asked to study children's literature books, theoretical texts from the field of children's book research and, in any case, to write their own children's literature texts, sometimes original and sometimes creative transcriptions of older works (e.g. adaptations in a different genre, twists). During the course, students will be introduced to the different genres of children's literature (e.g. fairy tales, obscure myths, genres of poems such as limericks haiku), learn about the building blocks of fiction (e.g. characters, point of view, narrative voice), and will acquire the theoretical equipment to formulate their own illustrative and editorial proposals for their texts. It is planned to invite authors, illustrators and publishers from the field of children's books.

## **726. Children's literature out of the classroom**

Ch. Kouraki

The children's book in preschool education is the link between many different subjects in both the formal and hidden curriculum. Through the book, school life can be linked to the child's everyday life, to his/her family environment and to the community to which he/she belongs, giving him/her opportunities for entertainment, learning and communication outside the classroom. This course aims to create literature programs in environments outside the classroom, such as the museum, the art gallery, the mountain, the sea, the garden, the library, and the family through contemporary theories. Emphasis is placed on selecting appropriate books, reading and designing literacy activities based on a specific place, which is approached multi-thematically through the book. The course has a seminar format with lectures and laboratory exercises in and outside the classroom, and it is planned to invite authors and researchers from the field of illustrated books.

## **727. Applications in critical literacy**

V. Tsakona

The aim of the course is to familiarize students with theoretical principles and educational practices of critical literacy, mainly through applications in various educational environments (formal/non-formal education). In the planned applications, emphasis is placed on the use of texts from students' sociocultural reality and on topics that concern them in the groups in which they are active. The relevant activities aim at fostering a critical approach to a variety of textual genres by both students and teachers.

## 8. FOREIGN LANGUAGE UNIT

The Department offers, depending on its teaching staff, foreign language courses for those who do not have sufficient knowledge of a foreign language, who want to perfect the one they already know at a basic level, or who want to learn another one. The use of a foreign language for reading and writing scientific texts is also considered important. No marks, only teaching credits, are awarded for the courses in this module.

A high level of knowledge of English and even a basic ability to use it for reading and writing scientific texts is considered absolutely essential for those studying in and graduating from a university department.

### **801. English language I**

D. Akriotou

English language knowledge: beginners level. No credits are provided.

### **802. English language II**

D. Akriotou

English language knowledge: intermediate level.

### **803. Scientific terminology and texts I**

D. Akriotou

Familiarity with English-language pedagogical texts in the various subjects of the department.

### **804. Scientific terminology and texts II**

D. Akriotou

It is recommended that the course 803. Scientific terminology and texts I have taken before. Familiarization with English-language pedagogical texts in the various disciplines of the department.

## 9. Practicum in Education and Research

Through the module of Practicum in education and research, students aim to develop the ability to critically analyze educational practices, as well as the ability to use methodology and pedagogical theory for the effective management of the complexity of learning processes and relationships within the school.

A total of five (5) courses are compulsory in this module. Courses with codes 906, 901 and 902 are compulsory for all students and must be taken in that order. In each of the above courses, there are prerequisites which are necessary for the effective education of students and have been decided by the program committee and approved by the GA. In addition, students are required to select one (1) course from the subunit "Practicum in various disciplines" and one (1) course from the subunit "Practicum in research methods". In these courses, too, the lecturers shall specify prerequisites for their attendance.

In the cycle of the practicum, attendance is compulsory in all the activities of each course (supervision, plenary sessions, fieldwork, practice in kindergartens).

In more detail, the lessons of the practicum are structured as follows:

906. Teachers-researchers of their work: institutional-social and educational framework in the

kindergarten

901. Methodological approaches in teaching practice: from observation to design

902. From design to practice, pedagogical interventions and reflective practices

One lesson from the sub-module "Practicum in Various Disciplines":

Students are required to choose one of the courses of this module, which they register on an online platform after being informed of the availability of places in this module. In some courses, additional prerequisite courses are defined by the lecturer (see in detail in the curriculum).

One lesson from the sub-module "Practicum in Research Methods":

Similarly, students are required to choose one of the courses of this module, which they register on an online platform after being informed of the availability of places in the course. In some courses, additional prerequisite courses are defined by the lecturer (see in detail in the curriculum).

### **901. Methodological approaches in teaching practice: from observation to design (compulsory)**

P. Charavitsidis, Ch. Kouraki, N. Kyriakopoulou, M. Sfyroera, E. Tsalagiorgou

The main objectives of the course are for students to (a) realize the importance of scientific knowledge for the understanding and shaping of educational practice, (b) use observation as a tool for investigating the educational process, and (c) use contemporary theoretical approaches for the interpretation of learning environments.

In this perspective, contemporary scientific data on learning and teaching at young ages are presented and discussed, with emphasis on parameters that characterize creative learning environments, such as the creation of a space that encourages exploration and inquiry, group work, the encouragement of interactions between children, the use of children's previous knowledge and experiences, etc.

In the context of the visits to the kindergarten, the students initially carry out simple and participatory observations. The individual observation reports they compile are commented on and analyzed (a) in the context of the course based on the relevant literature and (b) in the context of the supervision, in smaller group meetings based on reflection processes. Students' performance is assessed by a paper submitted at the end of the semester and by examination. The assignment includes individual observation forms and individual and group assignments on specific topics that have been approached during the semester. Prerequisite: 906. Teachers-researchers of their work: institutional-social and educational framework in the kindergarten.

### **902. From design to practice: pedagogical interventions and reflective practices (compulsory)**

M. Sfyroera, E. Tsalagiorgou, P. Charavitsidis

The main objectives of the course are (a) to offer students the opportunity to reflect on the design of open and flexible learning environments, which are in harmony with contemporary pedagogical approaches for young children and (b) to develop educational designs, utilizing the scientific knowledge they approach in their courses, but also taking into account the specific reality of the classroom in which they carry out their practical training.

In this perspective, students learn to exploit key parameters of the educational context they observe in order to formulate their research questions and proceed to educational designs in smaller groups using exploratory learning processes. Within the course, as well as in smaller group meetings, students discuss, reflect on and redesign their designs by documenting them using contemporary approaches to learning.

In kindergarten, they implement their group plans, and during their interventions, they apply participatory observation and self-observation procedures. They then reflect on criteria that lead to an evaluation of the process and learning outcome and produce group and individual

reports that are discussed in small groups and/or in class. In a dialogical context, they describe, justify and interpret their educational actions and teaching choices, using reflection to improve and modify their teaching practice.

The students' performance is assessed by means of a project, which they submit at the end of the semester, examinations and/or short presentations. The assignment includes individual observation and self-observation forms, group instructional designs and self-assessment.

Prerequisite: 901. Methodological approaches in teaching practice: from observation to design (compulsory).

### **906. Teachers-researchers of their work: institutional-social and educational framework in the kindergarten (compulsory)**

P. Charavitsidis, M. Sfyroera, E. Tsalagiorgou

The course aims to introduce students to the concept of the teacher-researcher, emphasizing the importance of observation as a tool for investigating the educational process. It is my first acquaintance with the issues of practicum and kindergarten. The course examines in-depth aspects of the Kindergarten Curriculum and the educational-social context of the classroom. The course is conducted in small groups (defined alphabetically and announced by the secretariat), where students have the opportunity to work in small groups which throughout the semester work on texts (and videos) related to the course content and then share their thoughts and reflections in the plenary session of the group. The students' work is supported by supervision, which is mandatory. Assessment is gradual through supervision; short assignments carried out during the semester, the final project, and the final oral examination.

### **908. Roles and identities of teachers in formal and non-formal education**

A. Androussou

This course is addressed exclusively to students in their 4th year of study (8th semester) and have already completed one of the courses offered in the 7th semester in the Practicum of research methods. It will be compulsory for students who are in their first year in the academic year 2024-25. This is a modular course where the four lecturers (A. Androussou, M. Sfyroera, V. Tsafos, P. Charavitsidis) are rotating concerning the compulsory practicums of 2nd and 3rd year of studies and will be held in the last fortnight of May, at times and on dates to be announced at the beginning of the spring semester each year. The aim of this course is to process in groups the students' experience from the practical exercises, the difficulties in investing their role as new teachers, entering the profession, the difficulties and the challenges of the times, both at the level of formal and informal education. The course is divided into modules related to the experience of each group, is adapted to the needs and circumstances of each individual case and is enriched with contributions of professionals from the field of education and other potential areas of professional integration. The course is assessed by individual and collective assignments, and oral presentations during the semester. It requires compulsory attendance due to its experiential nature.

### **Course subunit 93: Practicum in various disciplines (Compulsory)**

A prerequisite for all courses in this subunit is 901. Methodological approaches in teaching practice: from observation to design.

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

It will not be taught

The Greek educational system is currently facing the questions raised by the presence of students of immigrant origin and is called upon to work out ways to integrate them in school. These questions are the main focus of the course. More specifically, the particular contribution of the school to the formation of collective identities and the consequent processes of social hierarchies and discrimination are examined.

The main axis of the course is the analysis of the everyday school reality (content of school knowledge, textbooks, teaching practices, and organization of school life). It explores how school contributes to the formation of national identity, how it delimits and/or excludes the "different", but also under which conditions an intercultural perspective is possible in the field of education. The frame of reference for the course is pre-school and early school education.

The aim of the course is to provide students with the appropriate methodological and pedagogical tools to analyze and manage the concept of diversity in the classroom. Seeking to link theory and practice, the course is designed so that students acquire theoretical knowledge and use the theoretical background to understand school reality and pedagogical intervention.

### **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 use of the voice and language of the body, musical instruments and psychomotor objects. Students are invited to combine the natural qualities of 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 the participation of all children regardless of their level of 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

In the context of the course, some issues concerning children's illustrated books are first examined, such as the relationship between text and image, the genres in which visual narration is the primary means of transmitting the textual message (wordless books, graphic novels, comics, etc.). Subsequently, the focus will be on teaching practice and the enjoyment of picture books by kindergarten children. Students will be asked to design and implement teaching interventions in real kindergarten classrooms, where they will try to bring children into contact with different kinds of picturebooks.



### **93Z. Practice in environmental education/education for sustainable development**

G. Liarakou

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 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.

### **93H. Special topics in visual arts, teaching approaches**

I. Christakos

This course aims to introduce students to special subjects of visual arts expression such as engraving, dolls and patchwork, as well as to design learning plans for these subjects for children of preschool and primary school age. Students taking this course are expected to acquire basic knowledge in engraving, discover the method of intaglio engraving and, more specifically, engraving on wood and linoleum, realizing black and white works with linoleum material. As part of the teaching approaches to engraving in kindergarten, they will create stamps from various materials and prints. The course introduces materials and techniques for making dolls and scenic objects. The doll as an object is a key to imagination, reflection, entertainment and expression for both the creator-performer and the viewer. This is the basic principle that underlies the course. Based on a work of art, students create puppet heroes/heroes using various techniques and materials. Characters are drawn and action behaviors of the doll are developed. The aim of the course is for the students to understand the medium of the artistic doll as a tool for human expression and, especially in the field of education, to create and build dolls by applying different techniques and mixed materials. In addition, in the context of their teaching approaches and practical training, students will design learning activities related to the visual applications of engraving, patchwork and visual doll for the preschool and early school age.

### **93Θ. Children and play in the kindergarten**

K. Papadopoulou

The main aim of the course is to understand the importance of play in the kindergarten setting in relation to children's development, communication, social interaction and learning. A key objective is also to understand the role of teachers in children's play. In the context of linking theory to practice, students will make simple or participatory observations about play in kindergarten, both in terms of children's free play and the use of play in the pedagogical process. Students will also elaborate game-based educational designs with the aim of understanding the relationship between play and learning and the role of teachers in children's play.

### **93I. Theater and improvisation: practical training**

M. Pigkou-Repousi

The lectures and workshops focus on highlighting the fundamental forms of theatre in education as proposed by international and Greek literature, as well as by contemporary curricula, which are considered the most suitable for theatre in schools. Within this framework, each approach is examined both theoretically through lectures and practically through a series of workshops that familiarize students with these methods and introduce them to their various



applications.

### **93K. Science education**

P. Pantidos, J. Starakis

The main objective of the course is to familiarize students with the procedures of concept construction in laboratory science in the context of teaching in kindergarten. It includes six three-hour laboratory exercises, two three-hour lectures/discussions (one introductory and one concluding) and five three-hour kindergarten lessons. The laboratory exercises are composed of student interventions on "pieces" of the material world of the laboratory and interactive discussions around the questions and answers related to the specific interventions. In collaboration with the instructor, students select, transform and apply to kindergarten children some of the activities they carried out in the workshop. Finally, they complete the course if they deliver a paper in which their teaching applications are described and evaluated.

### **93Λ. Materials and activities for introducing mathematics in early childhood II**

It will not be taught

The course combines laboratory-type exercises and practical activities. Students develop a series of teaching activities to introduce mathematical concepts in kindergarten, using materials and activities, as well as pedagogical methods of the originators of these materials. These activities are implemented in kindergartens, and their results are summarized and commented on.

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

It will not be taught

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. The assessment of students is based on (a) assignments/presentations made during the semester and (b) a final compulsory assignment/presentation of their internship.

### **93N. ICTs in education: theoretical approaches and pedagogic practice**

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.

Students are assessed through assignments and presentations during the semester and the submission of a final report.

Although not a prerequisite, students are advised to have taken course 512. Integration of ICTs in Early Childhood Education. It is also recommended that students taking this course have at least basic computer skills.

### **93Ξ. Theater pedagogical practices in preschool education**

P. Giannouli

During their practical training, students will use theater games and techniques that develop imagination and facilitate teamwork, taking into consideration the pedagogical, artistic and social dimensions of Theater/Drama in Education. Drawing on their experience of the Theater 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 theater-pedagogy methods, implement them in a kindergarten class, and record and analyze their data. Their body of work will be presented as a final assignment.

### **930. Museum pedagogical practices**

It will not be taught

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 on the educational use of 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 reality. Students are invited to volunteer for small-scale teamwork in kindergartens related to the design and implementation of museopedagogy activities from the perspective of interconnecting theory with practice. Student assessment is based on assignments/presentations made during the semester or in the final assignment/presentation of the research, supported at the end of the semester.

### **93Π: Project-based learning in preschool education: theoretical and practical approaches**

E. Tsalagiorgou

The main aim of the course is to familiarize students with the project approach in early childhood education. Initially, the theoretical documentation of the project approach and its connection with the content of the compulsory Practicum courses of the previous semesters is attempted. The focus is on the open framework for the organization of learning experiences offered by projects, the connection of school life with the experiences and interests of children and their active participation in the planning and implementation of the educational process. Emphasis is placed on how preschool teachers can use the project method in their efforts to implement differentiated practices and to foster a democratic and cooperative spirit. The course takes the form of a seminar, and students have the opportunity to design, implement and evaluate (small-scale) projects in pre-school classrooms. The assessment of students is based on the preparation and presentation of written assignments both at the end and during the semester.

### **Course sub-module 94: Practicum in research methods (Compulsory)**

Prerequisites for all courses in this subunit are 401. Research methods in the social sciences I and 407. Research methods in the social sciences II.

#### **94A. Quantitative methodology in educational research and writing of 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 reviews 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**

It will not be taught

The course aims to familiarize students with issues related to contemporary media theory and research. It introduces the central concepts (production, language, representation and audience) that provide a theoretical framework that can be applied to all types of media, as well as methods and techniques for the analysis of audiovisual texts. During the course, students will learn to critically analyze various forms of audiovisual texts (print, commercial, television and film productions, websites, video games, etc.). They are also trained to produce audiovisual texts in groups, based on the principle that a better understanding of the conventions and characteristics of media is achieved when individuals have a direct experience of the production process. Due to the laboratory format of the course, the number of students who can participate is limited (up to 30).

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

It will not be taught

The course is organized as a practicum for students in qualitative methods of sociological research in the field of education. The aim of the course is twofold: (a) the transmission of specific knowledge content, which specializes in the knowledge that students already have from the field of Sociology of Education, and (b) the development of research skills and familiarity with research practice as a result of student's participation in all stages of empirical research. The specific research topic varies from year to year, but the general framework remains the same: it is the sociological investigation of the educational practices of parents and/or teachers through the prism of social inequalities. Taking different sociological approaches as a starting point, the relationship between school and family is examined, as well as the mechanisms of (re)production of class inequalities at the level of educational practices of parents (child-rearing patterns, pedagogical choices, educational strategies, cultural practices) and teachers (practices of knowledge management and pedagogical relationship, assessment, categorization of students).

#### **94Ε. Classroom discourse analysis**

A. Vassilopoulou

This laboratory course delves into the methods of observation and analysis of speech and conversation. It aims to familiarize students with theoretical, empirical and practical issues of social interaction between teachers and students and students with each other. Emphasis is placed on the sociological study of school discourse in the kindergarten setting from the perspective of conversation analysis and membership categorization analysis. Through an in-depth study of recorded and video material, aspects of the educational process and free play are illuminated. The asymmetries in school discourse, the constitution of school knowledge and

individual phenomena such as the alternation of contributions, the organization of discourse sequences and the participants' lexical choices are also analyzed.

#### **94Z. Families of disabled children and school: exploring 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**

It will not be taught

The course examines research methods used in developmental psychology and, in particular, in the study of child development. Individual case research and observation in the study of child development will be discussed with references to the literature on children's interpersonal relationships with parents, siblings, and peers. The course is conducted in a seminar format and requires students to attend and actively participate in studying the relevant literature and conducting a short research project. The aim is for students to practice creating a research protocol using the single case and observational methods. The course is assessed by small group projects and a final individual project.

#### **94Θ. Research approaches concerning science education**

J. Starakis

The course acquaints students with methods for uncovering the representations that children rely upon while discussing and intervening in 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

Issues of history and methodology of history. The aim of the seminar is to familiarize students with the basic concepts of historical science (time, space, historical event, sources, past, memory, etc.) and their methodology (e.g. use of sources, archival work, cross-referencing, evaluation). In addition, the main historiographical paradigms (historicism, romantic historiography, Marxism, the Annales and "histoire totale" school, Past and Present magazines, new social history, microhistory, women's and gender history, and postmodernism) are presented. Emphasis is placed on contemporary reflections on history, as well as on new fields of study in the historiography of modern Hellenism. Students are asked to search for primary sources (documents, such as newspapers, videos, photographs, music, etc., as well as archival material), the relevant literature, present their material to the group and deliver a synthetic text on the three anniversaries celebrated in the Greek school: the 28th of October, the 17th of November and the 25th of March. The seminar is addressed to students who are taking or have taken the compulsory course 707. Modern and contemporary Greek history. Student evaluation is based on (a) presentations made during the semester and (b) a final paper. Attendance is compulsory.

#### **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.

#### **94A. Issues in educational 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.

#### **94N. Occupation and employment gender**

M. Leontsini

The course is part of the "Practicum in Research Methods" module. It attempts to study and analyze the gender division of labor and its consequences on the biographies of women and men and the resulting social hierarchy. The historical dimensions of gendered occupations (and employment) are analyzed, as well as contemporary forms of women's and men's participation in work. Gender is presented in its nodal relationship to social class, race, ethnicity, etc., as the dynamic coupling of gender and work (employment) highlights structures and power relations. The main objective is to familiarize the students with qualitative analysis tools of feminist methodology and to include gender as a basic (normative) analytical category in the Social Sciences. The course is organized into two parts. The first part has a seminar format and concerns the analysis of the gender division of labor in the formation of forms of employment and occupations. Students will be divided into small groups (3-5 persons) and will prepare a group project, which will be presented in the seminar and submitted written (5000 words) at the end of the semester. The second part has a laboratory format and involves the design and implementation of a research project on the consequences of the gender division of labor on the pathways of specific social groups, with a focus on "female" or "male" occupations (or forms of employment) in the Greek context. The aim of the second part is to use an (in-depth, semi-structured) interview. A collective elaboration of the concepts and categories of analysis will be carried out, which will constitute the Interview Guide. Each student will then conduct a semi-structured interview, which she/he is required to present as primary material to be processed in the workshop. The interviews will be analyzed collectively, and the categories of analysis will be re-formulated based on the empirical results. Each student is required to submit an individual paper in the form of an essay (7000 words), with the analysis of the interview that he/she implemented, as well as the transcribed interview. As part of this assignment, students are expected to theoretically elaborate and utilize the concepts and literature of the entire course.

#### **94E. Semiotics to the teaching of natural sciences**

P. Pantidos

The main objective of the course is to familiarize students with the multimodal nature of science teaching, which is understood as a process of meaning production through the set of semiotic resources available to the teacher and the trainees (oral language, human body, image, drawing, material objects). The course consists of lectures and laboratory exercises where students analyze the language code and illustrations used in NS books about children, analyze bodily expression in video-taped NS lessons, and produce their own narrative texts and videos, which are related to the creation of an explanatory framework for an NS concept. The assessment of the students is implemented through an individual written report, individual written assignments and a group production.

#### **94O. Literacy in early childhood: exploring children's ideas and the perceptions and practices of teachers**

M. Sfyroera

The aim of the course is to familiarize students with the concept and practices of literacy as a social and cultural phenomenon. In the context of the course, research data are used, and literacy practices at the family and school levels are analyzed. Particular emphasis is placed on the way in which children give sense to the written word and build their developmental relationship with reading and writing, as well as on the methodological tools that allow the investigation of this relationship. More specifically, the course will present theoretical approaches to the concept of literacy and the different aspects of literacy as a socio-cultural phenomenon. It will also examine new perspectives on literacy, the concept of multi-literacies in the ICT era and literacy practices in the family and school environment, with particular emphasis on the developmental trajectory of young children in the construction of literacy. For all these topics, students will come into contact with theoretical texts and relevant research. In order for students to design and conduct their own small research (clinical interview), research tools for exploring children's ideas about reading and writing will be presented. The assessment of the course is formative, as there will be interaction with the tutor on the assignments throughout the semester.

#### **94Π. Children's geographies: research approaches and methodological tools.**

It will not be taught

The subject of the course is children's relationship with space from the perspective of the social sciences and, in particular, the discipline called "children's geographies", which studies the way children's identities are formed in the spaces of everyday life (home, neighborhood, school) and highlights the importance of integrating the dimension of space in school curricula. The aim is to familiarize students with theoretical and research issues of the spatial approach to children's identities. In other words, it is attempted to highlight the importance of the space of the city in the formation and differentiation of childhood and childhood identities in specific fields of everyday life, as well as their intertwining with social and cultural factors. In this context, emphasis will be placed on the children's own narratives, experiences and mode of action, as well as the spaces in which they move on a daily basis. We will focus on participatory approaches, in which the research process is oriented towards the emergence of diverse voices and perspectives by working with children. The first part of the course is in seminar format and is concerned with the theoretical approach to the urban space as a field of the constitution of children's identities. The second part of the course is in laboratory form and involves the students carrying out research on an issue that corresponds to the problematic developed in the theoretical part. The course also aims to familiarize the students with methodological tools such as photography, video, mental maps, trails, interviews, and group discussions. The course requires the active participation of the students in the study of the relevant literature and the organization of small-scale research.



#### **94P. Picturebooks' analysis**

A. Yannicopoulou

The aim of the course is twofold: on the one hand, students will become familiar with the methods and techniques of analysis of illustrated books through the prism of contemporary theories and research. The sample of books will not be limited to children's books or picturebooks only but will also include other types of illustrated texts, such as comics, graphic novels or wordless picturebooks for multiple audiences. The aim of the analysis is to systematically study the elements of visual texts (e.g. function of color, visual angle, framing of images), but also the importance of the materiality of the book in the construction of the textual message (e.g. material of construction, book form). On the other hand, students will be trained in conducting and writing a scientific research paper, starting from defining the topic and research questions, searching for literature sources through academic libraries and online databases, structuring an article (title, abstract, introduction, theoretical framework, analysis, conclusions, bibliographic references), as well as the different presentation options (e.g. PowerPoint presentation). The course is conducted in the form of a seminar, with lectures and laboratory exercises in and out of the classroom, and the invitation of authors and researchers from the field of illustrated books is foreseen.

#### **94Σ. National/cultural identities in discourse: the discursive psychology approach**

N. Bozatzis

Aim of this course is the theoretical and empirical familiarization with the analytic approach of discursive psychology in general and, specifically, with the discursive psychology research on issues of national/cultural identity. The turn to discourse was a breakthrough within social psychology (see Bozatzis & Dragona, 2011), as it turned the analytic attention of social psychologists to discourse as a topic of study per se rather than as an indicator of intra-psychic, mental or other 'entities' (e.g. stereotypes, beliefs, affect). The first part of the course has a seminar character, it is structured around presentations on issues of theory and analytic methodology and focuses on specific developments within the discursive turn in social psychology (e.g. Potter & Wetherell's analytic model; Edwards & Potter's approach; the notion of 'rhetorical/ideological dilemmas'; and the synthetic critical discursive social psychology approach). In this seminar part of the course, students actively participate in short presentations and discussions of texts from the respective theoretical and research literature. The second part of the course has a laboratory character. Students are divided into small groups (3-5 persons) and will work together on a) designing empirical research using semi-structured interviews and/or focus groups; b) collecting and transcribing the recorded research data; c) initial coding of the data; d) preliminary analysis, and e) oral presentation at the end of the semester. Students will be assessed on the basis of: a) seminar presentations; b) group research projects; and c) individual research reports (approximately 5,000 words) submitted at the end of the semester. Attendance and participation in both the seminar and laboratory parts of the course are mandatory.

## **10. Interdisciplinary Week-long Workshops**



The Thematic Units (TU) examine topics related to issues critical to education, such as intercultural education, gender, special education, environmental education, the relationship between psychology and education, as well as art practices. Their specificity consists of the following: First of all, scientists of various specialties from other universities and research centers outside the Department, invited by the responsible lecturers, contribute to their conduct. In addition, the duration of the courses is condensed into one week. Finally, the format of the courses is laboratory-based, in small groups and definitely includes a link to teaching practice. Students prepare a short project, which they hand in before the examination period. They are aimed exclusively at third-year students. Four (4) to ten (10) TUs are organized each academic year, with subjects that may be renewed. Students are required to choose one of the subjects offered and register it with the secretariat as well as the other courses. At the beginning of each academic year, the subjects, the period of time they will take place and their detailed content are announced. Depending on the number of TU offered, the maximum number of students per TU is determined.

The courses take place in the duration of one week, and attendance is compulsory.

### **TU 1. Intercultural education**

A. Androussou

Working in small groups, in an experiential way, on issues related to the presence of foreign children in Greek schools. On the basis of various stimuli (films, short theatrical interventions, testimonies, educational material, texts, etc.), issues such as identity/heterogeneity, immigration, racism and xenophobia, social discrimination, minorities, etc., are approached. The field of reference is school and pedagogical practice. The meetings will involve teachers, filmmakers, musicians, scientists of various disciplines, as well as first and second-generation immigrants. The students will be assessed by means of a project. A folder with texts on the topic will be provided. Suggested website: [www.kleidiakaiaantikleidia.net](http://www.kleidiakaiaantikleidia.net)

### **TU 2. Gender, body, otherness**

It will not be taught

In this particular theme, the contribution of gender perceptions to the formation and production of power relations is examined. The concept of 'difference', a central argument for the formation of otherness, occupies an important place in the debates. This will provide an opportunity to exchange views around the following questions: Do we treat differences in bodies in the same ways across the length and breadth of the planet? What meanings constitute gender relations in the social world? Are othernesses related to power relations, or are they part of processes of coexistence capable of fostering innovation? The meetings are organized around film screenings, exhibition attendance, and lectures by artists and scientists of various disciplines.

### **TU 4. 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 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.

### **TU 6. Social inequalities and education**

It will not be taught

The workshop examines social inequalities in education and the mechanisms enforcing and (re)producing them. The main field of reference is the everyday school life and educational practice. Experts and teachers from primary and secondary education, who intervene as speakers, analyze experiences and examples from school reality, highlighting the importance of the sociological approach both for understanding/recognition of inequalities in the school environment and for addressing them. The session includes group workshops and plenary presentations. Experiential methods and a variety of materials (films, literary texts, statistics, qualitative research data, etc.) are used, while emphasis is placed on the analysis of the experience of the participating students.

### **TU 7. Differentiated pedagogy**

M. Sfyroera

The course aims to approach in an experiential way by small groups of students issues related to the pedagogical use of heterogeneity in the classroom. The students, starting from the processing of films, personal narratives and relevant texts and through experiential workshops, will approach concepts related to the theoretical framework of differentiated pedagogy such as motivation, utilization of experience, systematic observation of children's development, mediating-supportive role of the teacher, cooperative learning, creative interaction, etc. Particular emphasis will be placed on developing reflection on the important opportunities that heterogeneity in the classroom can provide to enrich the learning process. Primary education teachers (kindergarten and primary school), as well as academics, will contribute to the conduct of the TU. A folder with texts on the subject will be provided. The students are assessed by means of an assignment.

### **TU 11. Speaking about issues of democracy in school**

It will not be taught

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 TU 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.

### **TU 13. Cinema and the child**

F. Assimakopoulou, L.Kourti

This course examines different forms of children's relationship to cinema. It highlights issues and questions this relationship raises by adopting an analytical framework that 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.

### **TU 14. The sustainable school**

It will not be taught

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 sustainable schools 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.

### **TU 15. Modern trends in Greek puppet theater: an non-formal form of education**

It will not be taught

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 theater: 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.

### **TU 16: Sounds, phonemes, games**

O. Agalianou

Music without sound cannot exist, just as speech without phonemes cannot exist. The combination of these two intangible elements leads to what we commonly call a song. However, their coexistence can lead to songs with words without meaning and music without melody. The various musical experiments, which began in the early 20th century and continue to this day, have greatly enriched the toolbox of modern music and movement education aimed at both preschool and school age children, adult amateurs, and music and dance professionals. Musical practice is the experience of music and is effectively carried out in a playful way through musical activities called 'musical-movement games'. These include improvisation, composition and performance with movement (subtle and/or gross and expressive) running through them without necessarily having the need to separate them since, in practice, at a basic level, they can form a 'perpetual cycle' and a unity.

The Thematic Unit is structured into three sections, which include:

- In terms of theory: the definition of musical-movement terms and concepts as basic elements of contemporary music pedagogy to acquire common terminology.
- In terms of practice: improvisation, composition and performance of sound, voice and movement
- In terms of reflection, the organization of a workshop to present and evaluate the results of implementing the first two.

Teaching activities include seminars and workshops, which special external lecturers will enrich.

### **TU 17: Museum and education**

V. Tsafos

The main objective of this course is to approach the elements that make up the physiognomy of museum education in the context of contemporary pedagogical approaches and concerns the various museum education theories and practices and the role of the teacher in the design of museum education programs. Through experiential workshops and interventions-discussions with teachers, museum educators and special education scientists, students become familiar with contemporary trends and theories that shape new perspectives for the educational use of cultural reference sites (archaeological sites, museums, historical landscapes). During the course, students are invited to evaluate practical applications from Greek reality to design and implement simulated museum educational activities from the perspective of linking theory with practice. Thus, they study critical educational programs of museums by exploring their scientific and pedagogical horizons, become familiar with criteria for a critical approach to museums and their academic programs and relate museum educational programs to educational practice, which they can view as a complex dynamic process that develops in a specific educational and cultural context.

#### **TU 19: Educational practices of inclusiveness and development of educational material**

P. Charavitsidis

The main purpose of the course is to seek and discuss pedagogical approaches and educational practices that contribute positively to inclusive education. In this perspective, teachers of all levels will attempt, through the animation of experiential workshops, to highlight effective ways in which they work in their classrooms in order to achieve the active participation of all students in the learning process. At the same time, educational materials produced by teachers in collaboration with their pupils will be presented, which can contribute to the creative integration of all children in the school context. Students are assessed by means of an assignment.

#### **TU 20. Life, illness, death in modern societies**

V. Lekka

The aim of this course is to familiarize students with contemporary sociological, historical and philosophical approaches to the body, health and illness, life and death. Given the experience of the recent Covid-19 epidemic, the TU aspires to analyze a number of contemporary issues and provide future teachers with the necessary tools to address similar issues within the classroom. The following subjects will be examined in the context of the Thematic Unit: sociological, historical and philosophical approaches to the body, health and illness, life and death; illness (physical and mental) in contemporary biopolitical societies and the lived experience of illness; life, death and suicide in contemporary biopolitical societies; contemporary forms of death politics.

## **11. OPTIONAL DISSERTATION**

The thesis is associated with the most creative processes at the undergraduate level. It requires close cooperation between lecturers and students and between the latter when the project is a group project. It creates the opportunity for students to synthesize the knowledge they have acquired in a scientific and personal way, combining theoretical approaches with empirical applications and pedagogical interventions through documentation processes and critical analyses. The work provides an opportunity to strengthen key skills linked to the teaching profession because it contributes to the development of critical faculties, problem solving at multiple levels and the ability to work independently and collectively.

The participation of students in special seminars for the thesis, the monitoring of the presentation of doctoral theses, as well as their possible auxiliary participation in research projects of faculty members can contribute to the development of research skills. The development of the thesis relies on more dynamic, formative assessment methods, as closer contact with faculty members leads to intermediate evaluations that are supportive of producing a worthwhile product. Interdisciplinary approaches and, to a certain extent, interdisciplinary collaborations can be enhanced through the themes of the theses.

The opportunity to write a thesis is offered to those who have successfully completed a number of courses equivalent to six semesters, i.e. at least 100 Teaching Credits after the September re-examination period. The thesis is optional and receives 12 teaching credits (20 ECTS), i.e. the equivalent of four courses.

Depending on his/her specialization and the needs of his/her courses, each lecturer may supervise individual or collective theses if he/she wishes. Collective projects are particularly encouraged and may be organized in groups of up to four students. Interested students should consult with the lecturer and declare their choice to the Secretariat if accepted for a thesis. The cooperation for the formulation of the methodology is developed in the cycle of special seminars for the preparation of theses undertaken by each lecturer. They focus on the topics announced by the lecturers. They present the material that the students are working on, and the lecturers, when they consider it necessary, intervene to facilitate the completion of each assignment.

The thesis is prepared during one academic year, delivered by 20 May of the current academic year and supported during the following month (June). If the supervisor(s) consider that the thesis is not completed, the thesis support is postponed to the September examination period. Students who do not complete the thesis within the specified time limits will lose the right to support and will have to make other course choices.

The thesis is organized like any academic paper and includes a title page (name(s) of the authors/students, title, date), contents, abstract, introduction, presentation of the methodology followed, data and its treatment, results and commentary, conclusions, any suggestions for further research, appendix (if any) and bibliography. The thesis shall be submitted typed on A4 paper, up to 70 characters per line, in 12-point font size, with 1.5 points between lines and 2.5 cm margins. The paper should be around 18,000-20,000 words (approximately 80 pages).

After the delivery of the project, a lecturer in a relevant subject is appointed as examiner(s), in addition to the supervisor. The assessment is based on: (a) the degree of the student's response to the requirements as set out in the special seminars for the preparation of theses (20% of the final mark), with evaluation only by the supervisor, (b) the written work submitted (60% of the final mark), with evaluation by both examiners, (c) the oral presentation of the work (20% of the final mark), with evaluation by both examiners. The main criteria for the written assignment are: (a) the quality of the writing, (b) the use of relevant bibliography, (c) the quality of the research or intervention undertaken, (d) the quality of the student's personal reasoning, (e) the use of new technologies.

## 12. ELECTIVE COURSES FROM OTHER FACULTIES OF NKUA

DECE strongly suggests enriching the student's 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 Primary Education, Mass Media and Communication, Psychology-Pedagogy-Philosophy, Greek Language and Literature, English Language and Literature, Philosophy and History of Science, Theater Studies, Music Studies and Physical Education. Enrolment in such courses requires written permission by those teaching them.



## 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 (5 ECTS) for the requirements of their degree given relevant legislation, see the Government Newspaper or the ASEP appendix.

Also, students who move within the framework of the Erasmus program and the language of instruction is one of the above can count 5 ECTS in this module.

## 10. POSTGRADUATE PROGRAMS

DECE offers four postgraduate programs (M.A. or M.Sc.), some of which are in cooperation with other Departments and Universities.

### M.A. Education and Human Rights

The M.A. is part of the field of Education. It aims to develop theory, research and practice in Education and Human Rights. It seeks to form scholars and practitioners who are involved in research, teaching and educational policy-making with a focus on combating social inequalities and mainstreaming human rights in education. As an independent Postgraduate Program of the Department of Early Childhood Education of the School of Education of the University of Athens, it has operated under a new institutional framework since the academic year 2018-19 (Government Gazette 2501/29-06-2018, Issue B). This MA has been the first international postgraduate program of the National and Kapodistrian University of Athens, which leads to a Joint Degree award. On the initiative of Maria Iliou, a professor at DECE at the time, in collaboration with Dr. Eva Gamarnikow from the Institute of Education (IoE) of the University of London, the Program "Comparative Education and Human Rights" was established in 1994. The starting point was the need to place human rights issues and their protection at the center of all levels of education. In the academic year 2001-02, the Postgraduate Program was reformed, developed and operated as the MA "Education and Human Rights" with two sections (Social Discrimination and Special Education) and a greater emphasis on transnational cooperation. Since the academic year 2008-9, the "Social Discrimination" stream has been operating as an independent Joint Master's Program entitled "Education and Human Rights". In 2006, the awarding of a Joint Degree by the two universities (DECE-NKUA and the Institute of Education - University of London) began.

After the merge in 2014 of the Institute of Education with University College London (UCL), the MA "Education and Human Rights" has operated (maintaining the same title) with a reformed program as a Joint Postgraduate Program of DECE of the National and Kapodistrian University of Athens and the UCL Institute of Education (Government Gazette 2464/16-9-2014, Issue B) The cooperation between DECE/NKUA and UCL IoE was completed in the academic year 2018-19. The Joint Master's Program of DECE/NKUA and UCL IoE operated until the academic year 2020-21 when the already enrolled students graduated.

Postgraduate students of the "Education and Human Rights" program acquire knowledge that enables them to study and analyze (a) the different categories of social classifications and hierarchies and (b) the various ways in which they are linked to education and contribute to the formation of social power relations, as well as to the production or reinforcement of social discrimination. They will also acquire skills in the study and design of policies and practical interventions to address the problems arising from the above in the functioning of the educational institution.

The MA "Education and Human Rights" participates in the three-year (2021-2024) program "Humanitarian Action: Climate Change and Displacements" (HumAct) in the framework of Erasmus+. This is a cooperation between the European countries of Portugal and Greece and the African countries of Mozambique and Cape Verde.

The Universities Universidade de Cabo Verde and Universidade de Santiago of Cape Verde, Universidade Pedagogica, Universidade Pungue and Universidade Rovuma of Mozambique are collaborating with the Instituto Universitario de Lisboa of Portugal (coordinating institution) and the NKUA (MA "Education and Human Rights"), to strengthen the innovative capacity of African universities in the field of humanitarian action concerning climate change and the movement of human groups. In particular, the project aims to (a) develop the capacity to intervene in the very content and key components of humanitarian action; (b) enhance the research capacity of faculty/students and students on the subject of humanitarian action; (c) improve pedagogical strategies of teachers; (d) strengthen active community participation. The scientific coordinator on behalf of the University of Athens is Emerita Professor of Social Psychology Thalia Dragona.

Details regarding the structure, the content of the MA and the lecturers, as well as the procedures and criteria for the selection of postgraduate students, are included in the Curriculum and on the website: <http://www.ehr.ecd.uoa.gr>.

The competent bodies for the operation of the MA, according to Law 4485/2017, are:

- The Assembly of the Department
- The Coordinating Committee (CC) of the MA consists of five members of DECE.
- The director of the MA and president of the CC, Professor Mary Leontsini, and deputy director, Professor Evi Zambeta.

The MA is administratively supported by the Secretariat of DECE, located at 13a Navarinou Str., ground floor, responsible: Anastasia Gontika, DECE Secretary. It is also supported by the Office of the MA, which is located at 13a Navarinou Str., office 2, tel.: 210 3688095.

Eleni Sotiriou is in charge of the supporting office of the MA.

## **M.A. Special Education**

The MA "Special Education" has been operating since the academic year 2008-09 as an independent and autonomous Postgraduate Program of the Department of Early Childhood Education (DECE). 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 DECE and the Institute of Education of the University of London. Until 2004, it was funded by the corresponding action of the EPEAEC, and since the academic year 2014-15, it has been operating with a reformed program (Government Gazette 2464/16-9-2014, Issue B)

From the academic year 2018-2019, with the Rector's Act No. 735/30-5-2018, in accordance with the provisions of Law No. 4485/2017, the re-establishment of the Postgraduate Studies Program of the Department of Early Childhood Education of the National and Kapodistrian University of Athens, entitled "Special Education" (Government Gazette 2432/26-06-2018, Issue B).

The MA will operate until the academic year 2027-2028.

From the beginning of its operation, this MA aimed to specialize postgraduate students in special education and training. The program's main objective is to offer high-quality postgraduate studies, considering new scientific concerns for specialized knowledge in specific areas of education.



The MA "Special Education" fully utilizes the potential of DECE in terms of its faculty members, its activities for the development of research and professional specialization, as well as the Department's collaborations with other universities and research centers in Greece and other countries. It responds to the needs of Modern Greek society, which is called upon to address multiple social differences and challenges in the field of education.

The MA "Special Education" aims to provide postgraduate students with theoretical knowledge, comprehensive specialization, necessary skills and abilities for broader scientific, research or professional activity, as well as critical thinking for the creative reading of everyday life through scientific dialogue. The MA emphasizes research practice and educational internships. Graduates of the MA have knowledge, skills and competencies in scientific research and professional practice that enable both the production of research work and the critical evaluation of its quality, as well as the use of its results in professional practice.

In particular, the MA "Special Education" aims to:

- (a) promote, through specialized knowledge and practices, the educational and social integration of groups with disabilities,
- (b) combat the exclusion of disabled students at all levels of education,
- (c) promote the need to create inclusive education structures within the framework of general education and
- (d) to improve the staffing of Special Education and Education School Units with graduates of the Program who, due to their pedagogical competence, specialized knowledge and recognized relevance by the Ministry of Education, Research and Religious Affairs and the Institute of Educational Policy, are allowed to be appointed in public education, in public medical, diagnostic, therapeutic and other institutions.

Postgraduate students of the MA "Special Education" acquire knowledge in:

- (a) the clinical-diagnostic picture of the disabilities,
- (b) the social, cultural and political dimensions of disability,
- (c) contemporary approaches to education and social inclusion of people with disabilities,
- (d) the research methodology used in special education, inclusive education and disability studies.

Details regarding the structure, the content of the program and the lecturers, and the procedures and selection criteria for postgraduate students are included in the MA Curriculum and posted on the MA website.

The Postgraduate Program "Special Education" is administered by the DECE Assembly. The issues are recommended by the members of the coordinating committee, who for the academic year 2023-2024 have been appointed as follows: director Evdoxia Nteropoulou-Nterou, deputy director Kallirroï Papadopoulou and members A. Yannicopoulou, V. Tsafos and L. Anagnostaki.

The MA is administratively supported by the Secretariat of DECE, located at 13a Navarinou Str., ground floor, responsible: Anastasia Gontika, Secretary of DECE. It is also supported by the MA office at 5 Stadiou Str., 7th floor, office 719. Katerina Micha is administrating at the MA Office.

tel.: 210 3689311, email: pmsea@ecd.uoa.gr

Website: [www.ecd.uoa.gr/metap.htm](http://www.ecd.uoa.gr/metap.htm)

## **M.A. Information and Communication Technologies for Education**

The Interdepartmental Postgraduate Program in "Information and Communication Technologies for Education" accepted its first students during the academic year 2005-06. Since the academic year 2014-15 (Government Gazette 951/27-5-2015, Issue B). The MA aims to develop the critical evaluation of research in the field of Information and Communication Technologies in Education, to broaden students' knowledge of practical applications in this field, as well as to develop communication channels with experts in the application of new technologies in the fields of education.

By the Rector's Act No. 773 /02-07-2018, in accordance with the provisions of the law. 4485/2017, the re-establishment of the Interdisciplinary Postgraduate Studies Program of the Departments of Early Childhood Education, Communication and Mass Media of the National and Kapodistrian University of Athens, Architecture of the University of Thessaly, Electrical and Electronics Engineering of the University of West Attica, entitled "Information and Communication Technologies for Education" (Government Gazette 3644/27-08-2018, Issue B/ Government Gazette Publication Regulation: 3696/29-08-2018).

The MA will operate from the academic year 2018-2019 until the academic year 2027-2028.

Details regarding the structure, the content of the program and the lecturers, and the procedures and selection criteria for postgraduate students are included in the MA Curriculum and posted on the MA website.

The MA is administered by a nine-member Special Interdisciplinary Committee (SIC), which includes members from each collaborating Department and two representatives of the PIs: the Chairman of SIC is Maria Sfyroera, Associate Professor of DECE/NKUA, and the Deputy Chair is Stylianos Savvaidis, Professor of the Department of Electrical and Electronics Engineering of the University of West Attica.

The Coordinating Committee of the MA is composed of five members and is established by decision of the SIC. The Department of Early Childhood Education of the University of Athens is also responsible for the administrative support of the Program. The MA is administratively supported by the Secretariat of DECE, located at 13a Navarinou Str., ground floor, responsible for the management of the MA: Anastasia Gontika, Secretary of DECE. The program is also supported by the MA Office, which is staffed by Francesca Bothou, tel.: 210 3688042, email: fmpothou@ecd.uoa.gr.

Website of the MA: <http://www.icte.ecd.uoa.gr>

## **Inter-university Interdepartmental M.Sc. Counseling Psychology and Counseling in Education, Health, and Work Settings**

The Inter-university Interdepartmental Postgraduate Program "Counseling Psychology and Counseling in Education, Health and Work Settings" was organized by the Department of Early Childhood Education of the University of Athens in collaboration with the Department of Social Administration of the Democritus University of Thrace and operated with a reformed program (Government Gazette 3610/31-12-2014, Issue B) from the academic year 2009-2010 until the academic year 2020-2021.

The Program focused on Counseling Psychology and Counseling and was designed to provide scientific knowledge and high-level professional skills for the creation of a specialized scientific group of people in Counseling Psychology and Counseling, sensitive to cultural issues, through two sections:

1. Counseling Psychology
2. Consulting

The Inter-University Interdepartmental M.Sc. operated until the graduation of its registered students.

The Inter-University Interdepartmental M.Sc. website: [www.gcp.ecd.uoa.gr](http://www.gcp.ecd.uoa.gr) and the TEAPI website: [www.ecd.uoa.gr](http://www.ecd.uoa.gr).

### **Interdisciplinary MSc "Counseling"**

From the academic year 2020-2021, the Interdisciplinary Postgraduate Program "Counseling" was established, in application of the provisions of Law no. 4485/17, by the decision of the Senate of the National and Kapodistrian University of Athens (No. 259/30-06-2020), by the Departments of Education and Early Childhood Education of the National and Kapodistrian University of Athens, Social Work of the Democritus University of Thrace and Psychology of the University of Crete (Government Gazette 2980/20-07-2020, Issue B). The 260/30-06-2020 decision of the Senate of the National and Kapodistrian University of Athens concerning the approval of the Regulation of the MSc "Counseling" was published in the Government Gazette 2924/17-07-2020, Issue B.

The MSc in "Counseling" is an evolution of the MSc in "Counseling Psychology and Counseling in Education, Health and Work Settings", which has been in operation since 2009-2010 (with an expansion both organically and in its specialization). The MSc aims to offer high-quality postgraduate education in the scientific field of Counseling.

Taking into account the contemporary interdisciplinary concerns and the needs of Greek society for specialized knowledge in the specific areas of Counseling in Education, Counseling Psychology and Counseling in Social Work, the MSc aims to:

To provide theoretical education and training in the principles of philosophy, the fields of application, the design of counseling interventions and at the same time, the practical and experiential experience of students, their involvement in reflective processes, as well as the formation of research thinking, reflection and methodology.

Upon completion of the Program, students will be able to, depending on their field of specialization:

- Know the historical and theoretical basis of counseling approaches.
- Apply counseling practices and skills to promote well-being. That is, to support people who are recipients of their services in working through their difficulties, successfully managing the crisis situations they face and empowering them to set and meet their needs and goals.
- Focus on the relationship between the counsellor and the counselee, valuing diversity and promoting individual empowerment and social change.
- To apply evaluation procedures applied in the field of Counseling.
- Address professional and ethical issues in the practice and delivery of counseling.
- Recognize, understand and highlight the social and personal circumstances that influence psychological development, education and social care.

The MSc, after the full and successful completion of the studies based on the curriculum, leads to the award of the title "Diploma of Postgraduate Studies" in "Counseling" with three specializations:

1. "Counseling in Education"
2. "Counseling Psychology"
3. "Counseling Social Work"

These are specializations in the fields of Pedagogical Sciences, Psychology and Social Work in the field of Counseling. This specialization, combined with the practical training and supervision in the fields, provides postgraduate students with a specialization in the fields of Counseling Psychology, as, in addition to the theoretical courses, they carry out practical training in Counseling Psychology in the context of interdisciplinary teams with psychologist trainers, in Social Work, respectively with social workers' trainers, specialized in Counseling and Psychotherapy, and in the context of training in primary and/or secondary education units, in rehabilitation centers, and other educational services.

The title is awarded by the Department of Early Childhood Education of the National and Kapodistrian University of Athens with reference to the names of all collaborating Departments and Institutions in the awarded degrees.

The Interdisciplinary MSc is managed by a nine-member Special Interdisciplinary Committee (SIC), which includes members from each collaborating Department and two representatives of the PIs. The Chairman of the SIC is Agapi Kandylaki, Professor of the Department of Social Work, DUTH, and the Vice-Chairman of the SIC is Kallirroï Papadopoulou, Associate Professor of DECE.

The Department of Early Childhood Education of the National and Kapodistrian University of Athens is also responsible for the administrative support of the program. The Interdisciplinary MSc is administratively supported by the Secretariat of DECE, located at 13a Navarinou Str., ground floor, responsible for the administration of the program: Anastasia Gontika, Secretary of DECE. It is also supported by the Office of the MSc, where Eleni Sotiriou is responsible, tel.: 210 3688095, email: esotir@ecd.uoa.gr

Website: [www.counseling.ecd.uoa.gr](http://www.counseling.ecd.uoa.gr)

## PH.D. STUDIES

DECE aims to promote scientific research and offers the possibility of writing a doctoral thesis on the subjects covered. Doctoral candidates must hold a postgraduate degree. In particular, applications for doctoral theses are submitted twice a year, in November and May, based on a decision of the General Assembly. The candidate presents the required supporting documents to the Department's Secretariat (Article 6 of the Doctoral Studies Regulations).

The candidate's research proposal is submitted with the application for the doctoral thesis, and its length ranges from 4,500 to 5,500 thousand words in Greek or English. In particular, it follows the structure of international research standards and includes:

- Suggested title, subject scientific area and up to five keywords.
- A brief theoretical framework of the topic under investigation and a description of the existing knowledge on the subject.
- Purpose and research questions.
- Theoretical, methodological approach and methodological design.
- Research ethics and reference to required actions for licensing by formal scientific and administrative structures.
- Sample and method of finding the sample.
- Research tools.
- Method of analysis of research findings.
- Expected research results.
- Timetable for the implementation of the research proposal.
- Bibliographical references.

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](http://www.ecd.uoa.gr/?page_id=5691)).

## **12. POSTDOCTORAL RESEARCH**

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 DECE for ratification. DECE holds the right to ask the postdoctoral candidate 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. But provides the right of access to the Library with borrowing rights, as well as other relevant facilities for conducting research.

The regulations for postdoctoral studies are posted on the department's website: <https://www.ecd.uoa.gr/metadidaktoriki-erevna/>.

## **13. KINDERGARTEN TEACHERS' SCHOOL OF ATHENS**

The kindergarten teachers' school of Athens was established and has been operating since the academic year 1995-96 by Law 2327/1995 (Government Gazette 156/31-7-1995, Issue A, Chapter B, Articles 5, 6, 7, 8 and 9), when the responsibility for its organization and operation was assigned to DECE of the National and Kapodistrian University of Athens. However, the possibility of cooperation with other departments was given to achieve the objectives of the DNA. The archives of the kindergarten teachers' school of Athens have been handed over to DECE. Today, the operation of the kindergarten teachers' school of Athens is under review and for the time being, its educational activities have been discontinued.

## **14. RESEARCH CENTERS AND LABORATORIES**

The Laboratories are institutionalized academic structures, are part of the organizational structure of the DE and cover the needs of educational and research work in specialized fields of knowledge. The main objectives of the Laboratories are:

- Supporting and reinforcing the teaching activities of 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 centers and academic institutions 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.

The Laboratories are housed in the Department's premises and have a logistical infrastructure suitable for the particular needs served by each of them. A total of seven Laboratories have been established, which operate in a collaborative and mutually supportive manner, each specializing in specific research areas. In detail, the Laboratories are as follows:

## 1) Laboratory of Intercultural Education and Educational Intervention

(Rector's Act of Establishment 90/2015, Government Gazette 1514/20-7-2015, Issue B and Government Gazette 2029/17-9-2015, Issue B)

Director: Alexandra Androusou, Professor  
Stadiou 5 Str., 7th floor

The Laboratory focuses upon issues raised by the ethnocultural diversity of modern societies. Educational institutions and systems in the West increasingly face student populations of quite diverse languages, religions, and ethnicities. Thus, they must find ways to integrate “different” groups into school and society more generally. Such integration issues are at the center of attention in contemporary scientific exchanges. Because of their complexity, they often require interdisciplinary research and raise immense theoretical challenges. In addition, managing ethnocultural diversity is a critical component of teacher training.

The Laboratory continues the rich and multifaceted body of research, educational activities and materials previously undertaken by the Center for Intercultural Research and Educational Intervention. Its most characteristic work is the long-term program 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:

- Issues of identity and otherness
- School integration and exclusion
- Discrimination, xenophobia and racism
- Educating children with a first language other than that of the school
- School and family collaboration
- Minorities, migrants and human rights.

## 2) Laboratory of Counseling and Promoting Psychosocial Development

(Rector's Act of Establishment 91/2015, Government Gazette 1534/22-7-2015, Issue B and Government Gazette 2029/17-9-2015, Issue B)

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

The Laboratory aims to:

- To cover, at undergraduate and postgraduate level, the teaching and research needs of the Department of Early Childhood Education and other Departments of the National and Kapodistrian University of Athens on topics that fall within the scope of the Laboratory's activities.
- Collaboration in any form with Research Centers and Academic Institutions in Greece and abroad, provided that the scientific objectives coincide and are compatible and complementary with the Laboratory's.
- The development of the laboratory character of studies in order for students to become familiar with the solution of realistic problems
- Supervise the training and education of undergraduate and postgraduate students.
- The production of educational and research material
- Serving social and educational needs when and whenever specific assistance is requested, and that is part of the workshop's theme
- The pursuit of cooperation in the field of research and teaching with members of the Departments of the National and Kapodistrian University of Athens as well as other Higher Educational Institutions of Greece and abroad.
- The organization of scientific lectures, workshops, seminars, symposia, conferences and other scientific events, the realization of publications, as well as the invitation of Greek and recognized scientists from abroad.
- In providing services to individuals as provided for in the provisions of Presidential Decree



159/1984 (A'53).

- The Counseling Center for Peers (SY.KE.OM.) operates within the framework of the workshop in order to help the smooth adaptation of students to the University and student life, offering emotional support and providing information on academic issues. The SY.KE.OM. has been operating since 1995 on a voluntary basis and is staffed by students of the Department of Early Childhood Education of the National and Kapodistrian University of Athens.

For more information, follow the link below: <https://www.facebook.com/sykeom>

### 3) Environmental Education/Education for Sustainable Development Research Laboratory

(Rector's Act 92/2015, Government Gazette 1514/20-7-2015, Issue B)

Director: Georgia Liarakou, Professor  
15 Ippocratous Str., 3rd floor

Environmental Education / Education for Sustainable Development (EE/ESD) is an interdisciplinary field that deals with the relations between man-society-nature in the context of the overall environment with the aim of sustainability. It seeks to form citizens capable of creating a sustainable environmental and social state of affairs by developing appropriate knowledge, attitudes, values, skills and behavior. At the same time, it introduces a different approach to the very concept of education.

The Environmental Education/Education for Sustainable Development Research Laboratory is an evolution of the Center for Research, Study and Applications in Environmental Education. It utilizes its rich research and educational work. In particular, it seeks to:

- To encourage research concerning teaching and learning processes and conditions that contribute to the development of environmental awareness among students and other population groups and, in general, to promote and implement research aimed at developing the science and education that the needs of the country require.
- To support the design and development of educational programs and activities of Environmental Education and Communication and, more generally, Education for Sustainable Development in the context of formal and non-formal education and communication.
- Encourage research and support applications around primary education, teacher training and continuing professional development.

### 4) Laboratory of Special Education, Inclusive Education, and Disability Studies

(Rector's Act of Establishment 93/2015, Government Gazette 1514/20-7-2015, Issue B)

Director: Evdoxia Nteropoulou-Nterou, Associate Professor  
Stadiou 5 Str., 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 regarding the acceptance of disability and the elimination of discrimination and exclusion of disabled people. 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 and society more generally. The Laboratory is a continuation of the Center for Research, Assessment and Implementation of Inclusive Educational Programs, exploiting, in fact, the rich research and educational output of the Center.

More particularly, it has the following aims:

- Developing research and policies in inclusive education,
- the publication of scientific books for teachers and parents,
- training and education of teachers on inclusion issues,
- educational support for teachers and parents,



- Planning and carrying out model programs of inclusion.

#### 5) Laboratory of Applied Statistics and Information and Communication Technologies (ICT) in Education

(Rector's Act of Establishment 155/2015, Government Gazette 2451/13-11-2015, Issue B)

13a Navarinou Str., Basement

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 pedagogic praxis or research level. In addition, applied statistics provides future teachers with a 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 developing 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 non-formal education and communication, particularly at the early school level.

#### 6) Pedagogy Laboratory

(Rector's Act of Establishment 151/2015, Government Gazette 2451/13-11-2015, Issue B)

Director: Vassilis Tsafos, professor

15 Ippocratous Str., 4th 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, and the support of the network of kindergarten teachers collaborating with DECE. They also include cultivating a critical perspective on pedagogic practice by acquainting students with actual teaching but also relevant theory and its applications, as well as 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 non-formal education and communication.
- Life-long professional training of teachers.
- Inclusive, differentiated and critical pedagogy.

#### 7) Social Research and Education Laboratory

(Rector's Act of Establishment 156/2015, Government Gazette 2451/13-11-2015, Issue B)

Director: Mary Leontsini, Professor

Stadiou 5 Str., 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 that produce and reinforce social inequalities, hierarchies, and discrimination. Education inequality takes multiple forms in today's globalized and multicultural world, plagued by deep economic and social crises. Issues of social inequalities and hierarchies are of the utmost importance in the training of teachers. Therefore, developing theoretical and research tools for studying contemporary social phenomena and changes is a fundamental prerequisite for understanding and restricting inequality and discrimination, especially in education. Research and intervention projects focus on the following:

- Inequalities of gender, social class and ethnicity.
- Relations of educational institutions with the economy and the labor 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.

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

The Greek IEA initiated its activities in the academic year 1986-87 at the University of Patras. It moved to DECE at the University of Athens in 1996 along with its director, Professor G. Kontogiannopoulou-Polydorides. The main research interest of the Center focuses on the socio-economic origins, cultural characteristics and educational strategies and practices related to school success and school failure. At the same time, the relationship between the school and the social structure is a particular object of research due to the unique role of the educational institution in the reproduction of Greek society.

Since 1996, the Center has been operating at DECE in the National and Kapodistrian University of Athens under the direction of Professor G. Kontogiannopoulou-Polydorides until June 2012, when Professor Dimitris Chasapis took over the management until his retirement. From the academic year 2016-2017, Professor Vassilis Gialamas took over the management until 31.8.2022.

The IEA operates as a network of transnational educational research involving researchers, educators and education policy experts, which has developed over the forty years of operation. Today, academics and research experts from sixty different education systems comprise the IEA network that has completed twenty transnational surveys. The surveys record, correlate, clarify, interpret and make available to the research community and the societies of the education systems that refer to them factual material and analyses on factors related to school success or failure and educational practices.

Research includes the study of curricula and analysis of textbooks. They include recording students' performance on specific tests, their social and cultural environment, perceptions and attitudes, and educational strategies. They shall also include a record of teachers' teaching practices and attitudes, as well as the educational practices of the school and the specific circumstances of the school environment.

The Center supports as many schools and educational institutions as requested. To this end, the institution makes a specific request, and the Center responds within a reasonable time. The IEA Center is located on the 1st floor, Ippocratous 31, Athens.

## 15. STUDENT SERVICES OUTSIDE OF THE DEPARTMENT

### NKUA Scholarships and Awards

NKUA manages several special-purpose endowments that provide scholarships and awards. Scholarships are awarded for undergraduate or postgraduate studies in Greece or educational institutions in other countries.

Information can be found on the main page of the University of Athens at the following email address:

[https://www.uoa.gr/foitites/paroches\\_drastiriotites/ypotrofies\\_brabeia](https://www.uoa.gr/foitites/paroches_drastiriotites/ypotrofies_brabeia)

### IKY Scholarships

Undergraduate and postgraduate students of HEI's and TEI's are awarded prizes and scholarships by the State Scholarship Foundation (IKY).

For information on the application requirements for undergraduate and postgraduate scholarships, please consult the official website of the IKY:

<http://www.iky.gr>

Information is also available from the Competitions Department of the IKY

<https://www.iky.gr/el/nea-iky-gr/anakoinoseis-iky-gr#>

Nea Ionia, 41 Ethnikis Antistaseos Avenue, P.O. Box 142 34

### Libraries of the National and Kapodistrian University of Athens

For the needs of their studies, it is recommended that students of DECE use other libraries besides those of the University, such as the following:

Library of the Faculty of Philosophy <http://www.lib.uoa.gr/bibliothikes-scholon/filosofikis.html> (Zografou Campus), tel: 210 7277605.

Library of the Faculty of Economics and Political Sciences

<http://www.lib.uoa.gr/bibliothikes-scholon/oikonomikon-kai-politikon-epistimon.html>

42-44 Aeolou Str., 5th floor, tel: 210 3689570 & 210 3689533

It is also recommended to use the Library of the University Club, Ippocratous 15 Str., where students can study either with their own books or with those of the library. See the University Club section for more information about the student reading rooms.

See also the main website of the Library and the Information Center of the University of Athens at <http://www.lib.uoa.gr>

### Accessibility Unit for Students with Disabilities

The Accessibility Unit for Students with Disabilities of NKUA seeks equal access to the academic studies of students with different abilities and requirements by providing adaptations to the environment, Assistive Computing Technologies and Access Services.

The Accessibility Unit includes:

- Needs Registration Service for People with Disabilities,

- Department of e-Accessibility,

- Department of Accessibility in the Built Environment,

- Transfer Service,

- Psychological Counseling Service for People with Disabilities.

The e-Accessibility Department includes (a) Evaluation of People with Disabilities, with scientific methodology in order to propose a specific solution of advanced Assistive Technologies (AT). (b) Volunteer Support Service to coordinate the systematic, discreet and safe service of People with Disabilities by trained volunteers of their fellow students in matters related to their studies, (c) Teleinterpretation Service in Greek Sign Language and (d) Production of accessible textbooks in different formats.

In order to better serve the People with Disabilities in each Department/Faculty of the University of Athens, the following have been appointed:

- (a) advisor professor DECE: associate professor E. Nteropoulou-Nterou.

- (b) a competent official of the Secretariat and his/her deputy for the assistance of People with Disabilities with whom the person(s) concerned may also be contacted by telephone, fax, email or through the Transit Service.

Responsible employee of DECE: I. Nikolidaki, tel.: 210 3688063

email: [inikol@ecd.uoa.gr](mailto:inikol@ecd.uoa.gr)

Deputy employee of DECE: M. Iliopoulou, tel.: 210 3688039

email: [marilis@ecd.uoa.gr](mailto:marilis@ecd.uoa.gr)

Contact and more information:

Phone numbers: 210 7275687, 210 7275320, 210 7275345

Fax: 2107275193

email: [access@uoa.gr](mailto:access@uoa.gr)

Website: <http://access.uoa.gr>

MSN ID: [m.emmanouil@di.uoa.gr](mailto:m.emmanouil@di.uoa.gr)

Skype ID: memmanouil

Send SMS: 6958450861

## 16. UNIVERSITY CLUB

The University Club aims to improve the living conditions of the University of Athens students, entertain them, and promote their social and intellectual education through procedures and initiatives of participation, socialization and self-management. The University Club at 15 Ippokratous Str. 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.

<https://www.lesxi.uoa.gr>

### Meals Department

4th floor

The Food Service Department's main activity is providing the relevant card. Students entitled to a meal card can be fed from 1 September of each academic year until 30 June of the following year in the contracted restaurants or the halls of residence or boarding houses if they live in these accommodations.

[https://www.lesxi.uoa.gr/foititiki\\_merimna/tmima\\_sitisis\\_foititon](https://www.lesxi.uoa.gr/foititiki_merimna/tmima_sitisis_foititon)

### Student Reading Rooms

2nd and 4th floor

The Reading Rooms operate as follows: 2nd floor: Monday-Friday 8:30 to 19:00, 4th floor: Monday-Friday 8:30 to 19:00.

[https://www.lesxi.uoa.gr/foititiki\\_merimna/foititika\\_anagnostiria\\_kai\\_bibliothiki](https://www.lesxi.uoa.gr/foititiki_merimna/foititika_anagnostiria_kai_bibliothiki)

### Department of Public Relations and Work Placement

4th floor

The Department of Public Relations and Work Placement of Students ensures the promotion of the activities of the University Club by publishing informative brochures and magazines and cooperates with public and private institutions in order to facilitate students in finding employment.

It supervises the operation of the Cultural Club of students of the University of Athens. It recommends to the Board of Directors of the University Club the budget related to its cultural activities.

It undertakes the organization of student cultural events (theater and dance performances, photography exhibitions, film screenings, concerts of the Music Department, etc.), excursions, ceremonies and receptions.

[https://www.lesxi.uoa.gr/foititiki\\_merimna/tmima\\_dimosion\\_scheseon\\_kai\\_eyreseos\\_ergasias](https://www.lesxi.uoa.gr/foititiki_merimna/tmima_dimosion_scheseon_kai_eyreseos_ergasias)

### Students' Cultural Club

Mezzanine

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

[https://www.lesxi.uoa.gr/foititiki\\_merimna/politistikos\\_omilos\\_panepistimioy\\_athinon\\_pofpa](https://www.lesxi.uoa.gr/foititiki_merimna/politistikos_omilos_panepistimioy_athinon_pofpa)

### Student Support Fund

3rd floor

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.

[https://www.lesxi.uoa.gr/el/foititiki\\_merimna/tameio\\_arogis\\_foititon](https://www.lesxi.uoa.gr/el/foititiki_merimna/tameio_arogis_foititon)

### Foreign Language Teaching Center

Secretariat on the 2nd floor of the building Ippocratous 7 Str.

The Language Center functions as an independent academic department of the University, offering courses on a notable number of foreign languages at a low fee. Currently, twenty-four languages of all levels are taught at the Institute. The courses are held in the center of Athens. They can be attended not only by students of the University of Athens but also by students of all Greek universities, as well as by employees and other interested parties.

<http://www.didaskaleio.uoa.gr>

## 17. University Sports Center

Students can participate in one or more sports activities in the University Sports Center in the Zografou Campus (Ano Ilisia area).

[https://www.uoa.gr/foitites/paroches\\_drastiriotes/panepistimiako\\_gymnastirio](https://www.uoa.gr/foitites/paroches_drastiriotes/panepistimiako_gymnastirio)

<https://gym.uoa.gr/#section-37>