

## 1. The Curriculum. General orientation and objectives

The Curriculum of the Department aims at training in the Educational Sciences, with broad employment prospects in various professional fields that are directly or indirectly related to the subject of their studies. The undergraduate curriculum provides students with courses oriented to their scientific orientation and accomplishment of their subject domain, in parallel with their preparation for the job market as a professional teacher. At the same time, it aims to develop research and academic skills among the graduates of the Department.

More specifically, with the structure and content of the Curriculum, the Department aims in particular:

- To cultivate in the student and future teacher a spirit of free search of knowledge, collective effort and democratic behavior.
- To help them realize and accept human values.
- To encourage them to develop the necessary skills for understanding and dealing with contemporary social problems and critical analysis of institutions and situations.
- To encourage them in the formation of an identity of teacher-researcher who is constantly informed about the developments of the Educational Sciences and reflects on their educational work and its improvement.
- To enable them to become the enforcer in the improvement of the social life and development of our country.
- To provide the equipment for the development of self-efficacy, personal expression and critical ability of their students.
- To train them in cultivating a spirit of friendship and cooperation and in promoting mutual understanding and the peaceful coexistence of the peoples of the world.

Regarding the **learning outcomes** that are expected to result from the successful attendance of the courses of the Curriculum, the Department is fully harmonized with the European and National Higher Education Qualifications Framework. Therefore, its graduates are expected to:

- a) Build a solid background in Education Sciences
- b) Acquire a deep knowledge of the subjects in the Primary School Curriculum, connecting them with pedagogical theory, educational practice and the teacher profession.
- c) Develop the ability to connect the educational work with the socio-cultural context and the social, cultural, political, scientific and moral issues related to the education of students and their participation in a modern multicultural society.
- d) Develop a spirit of free exploration of knowledge, collaborative effort and democratic behavior.
- e) Cultivate skills and attitudes that will help them develop a critical approach and an up-to-date critical educational and pedagogical discourse.
- f) Become agents of social change, acquiring all the necessary tools to make students independent, autonomous personalities, encouraging the development of critical expression.
- g) Acquire skills that will allow them to engage in educational research.

h) Form their professional and educational identity as reflective individuals in the context of lifelong learning, applying innovative methods and utilizing New Technologies.

i) Create an inclusive environment in the school classroom, inspired by a spirit of friendship and cooperation, thus promoting mutual understanding and the peaceful coexistence of the people.

## 2. The Structure of the Department

The faculty of the Department ('Professors') and the courses of the curriculum are divided into five areas:

### 1. Division A: Theory and Sociology of Education

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### 2. Division B: Educational Psychology and Research Methodology

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### 3. Division C: Curricula, Teaching Methodology and Educational Technology

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### 4. Division D: Humanities and Social Sciences

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### 5. Division E: Science Education

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## 3. Types of courses

3.1 The courses offered can be distinguished into three types:

- Lectures (3h / w), (4 ECTS)
- Seminars (3h / w) (5 ECTS)
- Workshops in Music and Arts in Education (6h / w) (4 ECTS)

A code number is assigned to each course demarcating: a) the scientific area it belongs to, b) its type (Lectures are demarcated by the Greek letter Π, as in B02Π01, Seminars are demarcated by Σ, as in Γ02Σ01, and Workshops by Α as in Δ03Α15). Participation in the Seminars and Workshops is compulsory. Students participate in small groups of 20-30 students.

There are Compulsory, Free Elective and Compulsory Elective Courses.

**Compulsory courses:** These are basic courses that aim to offer the student the uniform background that is necessary for their academic education and vocational training. The student must successfully attend these courses.

**Free Elective Courses:** five (5) courses chosen by the student from any Division of the Department, or other departments of the University of Crete, without any restrictions on the subject, or type (lecture, independent paper/project, or seminar).

**Compulsory Elective Courses:** Students are required to pass a specific number of courses offered in each of the five Divisions.

For a list of Compulsory courses see file under the same title.

#### **4. School Practicum**

The purpose of the School Practicum is to help students gradually practice observation, design, teaching and reflection on the process of teaching and learning. It is a compulsory subject for all students and is organized in two consecutive levels (at the 7th and 8th semester, SPA 1 and SPA 2). To participate in SPA 2 the student must have successfully completed SPA 1.

The purpose of the first level of Practicum is to familiarize students with observation but mainly with teaching in primary school classes through the undertaking of teaching duties with the support of their fellow students. It takes place once a week and lasts a whole morning (08.00-14.00), when it comes to observing or implementing teaching in schools, or fewer hours, when it comes to workshops at the University or a visit or other educational activity.

At the 2nd level of the School Practicum, the students engage into alternative forms of teaching and learning (cooperative learning, project, etc). They teach for nine (9) weeks in schools in the city of Rethymnon. They also have to design a project and implement it at the school in 8 teaching hours.

#### **5. Study through the Erasmus program**

##### **OUTCOMING STUDENTS**

Any student selected by the Office of International Relations to move to a foreign University must find the study program of the host University in a timely manner (with the help of the Office of International Relations) and in collaboration with the University of Crete Co-ordinator, to choose those courses he/she wishes to attend there. The Erasmus coordinator then submits them to the Study Committee accompanied by relevant information material that will allow the Study Committee to decide on the recommendation of a two-member committee, consisting of the Department Erasmus coordinator and a Study Committee member, which of the courses the student wishes to attend, corresponds to courses of the study program of the Department and therefore can be recognized after his/her successful attendance at the host university. This avoids the risk of the student taking courses that cannot be credited, except possibly as free choices.

The courses that are different from the courses of the Department will be acknowledged as free choices while for the seminars it is necessary the presentation of the work in order to correspond with a free choice of the seminar.

An ERASMUS study agreement is concluded for one semester or one year of study and an internship agreement for a specific period of time specified in the agreement

([https://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide\\_en.pdf](https://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide_en.pdf))

At the end of the student's transfer period to the foreign University, the student submits to the Erasmus coordinator of the Department the grade of the courses he / she has attended at the host University. The application is being considered for approval by the Erasmus Coordinator and the HS jointly. The course grade signed by the Erasmus coordinator is submitted for ratification to the Department Assembly.

A student who signs an agreement for studies or internship outside the University of Crete cannot simultaneously register to attend courses taught at the University of Crete during his absence.

## **INCOMING STUDENTS**

The procedure provided by their Department is as follows:

Once they choose the courses that they will attend in our Department, they must contact directly the Professor who teaches the course in order to be informed about their obligations in the context of each course, separately.

Incoming Erasmus students, if they wish, can also choose the School Practicum. However, due to the language limitations they can:

- A) Observe a class teacher for a few hours and write an assignment on similarities and differences between teaching in their country and in Greece. Their evaluation in this course will be based on this assignment.
- B) Consult with the English language instructor at the collaborating school and carry out one or more English lessons in his/her classes. In this case, the student should include lesson plans in his/her evaluation assignment (previously described).
- C) The students can also teach at the European School in Heraklion, following the philosophy and the school syllabus. In this case, their evaluation will be based on the assignment described in A, and a series of lesson plans.

## **6. The Department Laboratories**

### **1. Centre for Intercultural and Migration Studies (EDIA.M.ME.)**

Director: Prof. Aspasia Chatzidaki

Tel. 28310-77604/5 e-mail: [ediamme@edc.uoc.gr](mailto:ediamme@edc.uoc.gr) Website: <https://www.ediamme.edc.uoc.gr>,  
<http://www.ediamme.edc.uoc.gr/diaspora>, <http://www.ediamme.edc.uoc.gr/ellinoglossi>.

Main objectives:

- To research and promote Greek-language education among Greeks in the Diaspora in relation to their socio-economic and cultural situation in the countries where they live and the cultural conditions in these countries.
- To research and promote educational issues of repatriated Greeks and foreigners in Greece, in relation to the socio-economic, political, cultural and educational conditions in Greece.
- To provide education and training to teachers of Greek as a Second Language both in Greece and abroad
- To produce teaching material for the teaching of Greek as a Second Language and for the teaching of the Greek culture in the above categories of students.

## 2. **Centre for the Study and Research of the History of Education and the Teaching Profession (KE.M.E.I.E.Δ.E)**

Director: Prof. A. Chourdakis

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The Centre includes three units:

a) the *Museum of Education - Xeniseum* of the University of Crete which is under the auspices of the Region of Crete, b) the *School Archive Material* Unit and c) the Collection of *Eleni Glykatzi - Arveiller*.

The Museum of Education and the School Archive Material Unit aim to search and study the educational past of the school and the history of the teaching profession in the modern period of Greek history, the scientific analysis, recording, preservation and promotion of existing historical evidence, their connection with the Greek educational and school reality and their promotion as an important historical parameter for the school of the 21st century.

In particular, the Center for the Study and Research of the History of Education and the Teaching Profession (KE.M.E.I.E.Δ.E) aims at the:

- collection, rescue, classification, digitization and study of its historical material
- maintenance of this material and exhibition of objects, supervisory means and textbooks that, framed with an artistic look, can reconstruct and reflect in a critical and reflective way the visitor for the development of the educational system and the Greek school of the future.
- scientific publications as part of the currently hard-to-come by educational material for research purposes.
- connection of the local community with the University through the organization of events and conferences, always related to the subject of the Center for the Study and Research of the History of Education and the Teaching Profession, as well as and the preparation and implementation of educational programs in collaboration with Greek and European scientific and social sectors.

The Museum Collection of the distinguished scholar in Byzantine Studies and first female Rector of the Sorbonne University, Eleni Glykatzi-Arveiller, which was inaugurated on May 30, 2014 by her, includes

archival material (personal items, books, manuscripts and photographic-audiovisual material) which are on display as an example for International Education and Research.

### **3. Laboratory of Advanced Learning Technologies in Lifelong and Distance Education (EDIVEA)**

Director: Prof. Panagiotes Anastasiades

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The aim of the laboratory is to study the fields of Lifelong Learning and Distance Education with the use of advanced learning technologies. In particular, the object of research and studies of the laboratory is the research and design of innovative studies, applications and actions of technological development in the fields of Lifelong Learning, teacher training and Distance Education focusing on the pedagogical utilization of advanced postmodern and modern learning technologies and social networks.

### **4. Laboratory of Psychology and Special Education**

Director: Prof. Elias Kourkoutas

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The operation of the Laboratory is related a) to the production of research data to enhance research, b) the implementation of innovative programs-practices of pedagogical, psycho-pedagogical and clinical-psychological orientation, to a wide range of students, c) to the provision of clinical (diagnostic – intervention) services to students and families with difficulties, as well as d) educational work for professionals and teachers in the broader field of Developmental, Cognitive, School-Educational Psychology, General and Special Education.

The Laboratory collaborates regularly with research centers and University institutions of the country and abroad, with scientific organizations, public, private and non-profit organizations (e.g. Institute of Child Health, Child Smile, Brighton Resilience Center, Mediterranean without Handicaps etc.), at a research and training level, always with the ultimate goal of promoting the psychosocial and academic health and school adaptation of students with or without particular difficulties, as well as promoting research and practical applications in the wider field of Educational Psychology.

### **5. Laboratory of Educational Sciences and Audiovisual Media**

Director: Prof. Nelly Kostoulas, tel .: 28310 77625, e-mail: [nkostoula@uoc.gr](mailto:nkostoula@uoc.gr)

The laboratory covers the research, educational and didactic needs in the following cognitive areas: Theory and Methodology of Teaching, Educational Technology, Educational Evaluation, Teaching Methodology of the individual courses.

The mission of the laboratory is:

- to cover the teaching needs of the Department, especially in matters of pedagogy and ICT in education and production of educational material in related subjects,
- to support of students in matters of School Practicum with the support of ICT as well as the organization of tutorial exercises,
- To promote the Education for Sustainable Development through laboratory courses with the use of ICT.

## **6. Laboratory for the Study and Research of Language and Literature in Education (EMEGLO)**

Director: Ass.Prof. Paraskevi Thomou

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The mission of the laboratory is:

- the study and research of Language and Literature in Education, theoretically established, in order to contribute to the production of new knowledge about the international developments of literature and its approaches and the multidimensional texture of the Greek language,
- the development of programs that will improve the level of students and will acquaint them with the requirements of the profession of teacher-researcher. It will inform and familiarize both its students and teachers,
- practice in educational issues and innovative activities that take place internationally.

The educational function is also one of the immediate priorities of the Laboratory: The Laboratory, in parallel with its research activity, will have a distinct educational function. It is expected, therefore, to function as a "Core" for deepening issues in language and literature that are directly related to the aspects of the Greek culture, the cultures of the Mediterranean Sea, the Balkan and other European countries, as well as their presence in the classroom.

## **7. Laboratory of Science Education**

Director: Prof. Dimitrios Stavrou

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The mission of the laboratory is: a) to cover the teaching needs, especially in terms of the experimental teaching process and the practical training of the Department students at undergraduate and postgraduate level, b) to conduct research in the teaching of sciences and specifically in the following areas: Mathematics in Education, Sciences in Education, Informatics in Education, Environmental Education and c) cooperation with entities to promote topics of common interest.