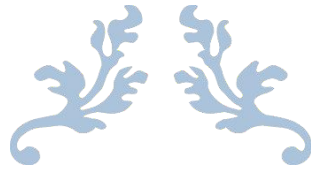




UNIVERSITY OF CRETE

SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF PRIMARY EDUCATION



Course Outlines



RETHYMNO

2025 - 2026

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Introduction

Note: Some of the following courses, other than the Compulsory Courses, may potentially be offered either as Lectures or as Seminars. The exact format that a course will have in a particular academic year will be stated (a) in the list of courses offered for the year and (b) in the course outline on the electronic platform used by the instructor.

It is recalled that all Seminars are offered after the 5th semester of studies, while most Lectures are not addressed to students of a specific semester of studies.

SECTION A': THEORY AND SOCIOLOGY OF EDUCATION

A01 Pedagogical Theory and Epistemology

A01 01 Y Introduction to Pedagogy

GENERAL

SCHOOL	Faculty of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate – Level 6 (European Qualifications Framework)		
COURSE CODE	A01 01 Y	SEMESTER	1ST
COURSE TITLE	Introduction to Pedagogy		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and guided study (credits awarded for the whole course)		3	6 ECTS
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background / Specialized general knowledge		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	www.edc.uoc.gr		

LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Upon successful completion of the course, students will have acquired appropriate **knowledge, skills and competences at Bachelor level (QF-EHEA First Cycle / EQF Level 6)**.

In particular, students will be able to:

- **demonstrate systematic knowledge** of the fundamental concepts, principles and theoretical approaches of Pedagogy, as well as **describe and explain** the historical development of pedagogical thought and its contribution to contemporary educational theory and practice;
- **analyze** the relationship between education, society and culture by using basic pedagogical concepts and terminology, and **interpret and critically examine** contemporary educational issues and practices through a pedagogical perspective;
- **apply** fundamental pedagogical principles to familiar educational contexts related to primary education, making informed judgements in structured situations;
- **develop reflective and critical thinking**, demonstrating awareness of the social, ethical and professional dimensions of education and the role of the teacher in contemporary society.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

The course aims at developing the following competences:

- Search for, analysis and synthesis of data and information.
- Adaptation to new educational situations.
- Decision-making in educational contexts.
- Working independently and collaboratively.
- Respect for diversity, multiculturalism and social inclusion.
- Social, professional and ethical responsibility.
- Criticism and self-criticism.
- Production of free, creative and inductive thinking.

SYLLABUS

The course introduces students to Pedagogy as a scientific field of study and as a foundational discipline for teacher education. It examines the aims, content and functions of education within historical, social and cultural contexts, while providing students with the basic conceptual and theoretical tools required for understanding educational phenomena.

More specifically, the syllabus includes the following thematic units:

- **Pedagogy as a scientific discipline:** definition, scope, aims and methods of Pedagogy; education as a social, cultural and institutional process; basic pedagogical terminology.

- **Historical development of pedagogical thought:** major stages in the evolution of educational ideas; classical and modern pedagogical theorists; the influence of historical contexts on educational theories and practices.
- **Education, learning and socialisation:** basic concepts and distinctions; formal, non-formal and informal education; learning as an individual and social process.
- **Education, society and culture:** the relationship between education and social structures; education and social inequalities; education in multicultural and diverse societies.
- **The school as an educational institution:** aims and functions of the school; curriculum and schooling; school culture and organisation.
- **The role of the teacher and the learner:** professional identity of the teacher; pedagogical roles and responsibilities; teacher–student interaction; ethical and professional dimensions of teaching.
- **Contemporary educational issues and challenges:** inclusion and diversity; educational change and innovation; basic pedagogical approaches to current educational debates.
- **Introduction to pedagogical reflection and educational research:** reflective thinking in education; basic principles of pedagogical inquiry; linking theory with educational practice.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching with elements of blended learning		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of digital presentations, e-class platform, academic databases and electronic communication with students		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload	
	Lectures	39hours	
	Study of Bibliography	60 hours	
	Written assignments	45 hours	
	Exam preparation	36 hours	
	Course total	180 hours (6 ECTS)	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	• 1st option: Final written examination (60%), Written assignment / essay (40%) • 2nd option: Final written examination (100%) • 3rd option: Written seminar-level thesis Evaluation criteria are clearly defined and communicated to students through the course syllabus and the e-class platform. Language of evaluation: English.		

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- Biesta, G. J. J. (2022). *World-centred education: A view for the present*. London: Routledge.
- Hargreaves, A., & Fullan, M. (2020). *Professional capital: Transforming teaching in every school* (2nd ed.). New York, NY: Teachers College Press.
- Illeris, K. (2018). *Contemporary theories of learning* (2nd ed.). London: Routledge.
- OECD. (2019). *The future of education and skills 2030*. Paris: OECD Publishing.
- Καρράς, Κ. Γ. (2011). *Ο εκπαιδευτικός σ' έναν κόσμο που αλλάζει: Μια πρόκληση για την παιδαγωγική σήμερα*. Αθήνα: Gutenberg.
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- Παπαναστασίου, Κ., & Φραγκουδάκη, Α. (2018). *Εκπαίδευση και κοινωνία*. Αθήνα: Θεμέλιο.
- Πυργιωτάκης, Ι. (2011). *Εισαγωγή στην παιδαγωγική*. Αθήνα: Gutenberg.

A01 02 Comparative Pedagogy as Heteropedagogy in the 21st century

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Pedagogical Department of Primary Education		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	A01 02	SEMESTER OF STUDIES	1ST
COURSE TITLE	Comparative Pedagogy as Heteropedagogy in the 21st century		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
COURSE TYPE	Scientific Area (Free Selection)		
PREREQUISITES COURSES:	--		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignment in English/French)		
ONLINE COURSE PAGE (URL)	---		

LEARNING OUTCOMES

Learning Outcomes
The course concerns the scientific area of Comparative Pedagogy (CP) and refers to the epistemological and methodological approaches of the field and the comparability criteria as they appear in the international bibliography and is linked to the concept of 'heteropedagogy' in the context of the society of multiple crises of the 21st century. Specifically, upon successful completion of the course, students are expected to: Identify basic concepts of the specific scientific field (educational system, educational event or phenomenon, comparison and comparative argument, heteropedagogy). Discuss the main points of the theories/Schools of the SP with its main representatives To analyze the socio-political, economic and cultural and educational conditions that influence and shape the Education Systems Classify the comparative argument as a methodological tool for the study of educational systems To compare and interpret innovative approaches based on the context of the heteropedagogical approach To support the 'heteropedagogical' approach to education

General Competencies

- Development of critical thinking
- Approach to the interpretative comparative example
- Use of “tertium comparationis”
- Highlighting good practices by teachers in the field of education and the educational policies that shape educational systems

COURSE CONTENT

The course includes the following topics:

- Introduction to CP
- Analysis of key concepts
- Faculties and Methodologies in CP
- Interpreting Education Systems Based on the Le Thanh Khoi Model
- Contemporary problems/issues of CP internationally
- CP in Greece
- The CP in the context of the education crisis today

TEACHING and LEARNING METHODS – EVALUATION

DELIVERY METHOD	In the classroom (face-to-face teaching)		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching • View Power Point and video • Electronic communication with students		
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS Units
	Lectures	3 x 13= 39	1,56
	Independent study	61	2,44
	Course Total	100	4
STUDENT EVALUATION	Final written examinations (100% of the final grading) in the Greek language. Open books or notes. Crisis questions. Optional: undertaking exculpatory work or additive (1-2 points in the final paper)		

RECOMMENDED BIBLIOGRAPHY

1. Examples of Comparative Pedagogy , Kalogiannaki Pella, Diadrasi Publications, 2018
2. On Comparative Pedagogy, Kalogiannaki Pella, Ed. Dardanos, 2015
3. On Comparative Pedagogy or towards a Promethean Humanism in Nea Cosmopolis, Kazamias Andreas, Ed. Diadrasi, 2017 (reissue). A. Vexliard, *La Pédagogie Comparée, Méthodes et Problèmes*, Paris, Presses Universitaires de France, 1967
4. L' Education Comparee, Le Thanh Khoi, Ed. Armand Colin, Paris, 1981
5. International Handbook of Comparative Education, A. Kazamias-R. Cowen (eds), Springer, 2009

A01 03 Founders and Methods of Comparative Pedagogy and their impact on modern education

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Pedagogical Department of Primary Education		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	A01 03	SEMESTER OF STUDIES	1 st
COURSE TITLE	Founders and Methods of Comparative Pedagogy and their impact on modern education		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
COURSE TYPE	Scientific Area (Elective)		
PREREQUISITES COURSES:	--		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignment in English/French)		
ONLINE COURSE PAGE (URL)	---		

LEARNING OUTCOMES

Learning Outcomes
The course concerns the scientific area of Comparative Pedagogy (SP) and refers to the founders/pioneers of the SP, their texts/sources of the SP as well as the influence they exerted on the formation of the educational systems and educational events or phenomena to date. Specifically, upon successful completion of the course, students are expected to be able to: - describe the basic positions of the founders of the SP - understand the basic methods that have been used from time to time by the pioneers of CP - examine the socio-political, economic and cultural and educational conditions that influenced the formation of the thinking of the founders of the CP and the choice of their methodology - classify the comparative argument based on their texts as a methodological tool for the study of modern educational systems - apply innovative practices and approaches in the classroom - compare the influence of the founders on modern education

General Competencies
- Development of analytical-critical thinking - Approach to the interpretative comparative and methodological paradigm - Using tertium comparationis to understand educational systems and phenomena - Highlighting good practices based on the texts of the founders of the CP

COURSE CONTENT

The course includes the following topics: - Introduction to the basic concepts of the course - Historical-diachronic approach of the pioneers of the CP: antiquity, 19th, 20th and 21st century - Faculties and main representatives - Traditional example - Historical-hermeneutical example - Radical, postmodern paradigm

TEACHING and LEARNING METHODS – EVALUATION

DELIVERY METHOD	In the classroom (face-to-face teaching)			
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching • View Power Point and video • Electronic communication with students			
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS Units	
	Lectures	3 x 13= 39	1,56	
	Independent study	61	2,44	
	Course Total	100	4	
STUDENT EVALUATION	Final written examinations (100% of the final grading) in the Greek language. Open books or notes. Crisis questions. Optional: undertaking exculpatory work or additive (1-2 points in the final paper) THIS DESCRIBES EXAMINATION IN DELIVERY.			

RECOMMENDED BIBLIOGRAPHY

"Which educational system should be preferred"? P. Kalogiannaki, *The Comparative example in the education of Crete. From travel descriptions to the discourse on the education of the 'civilized countries'*, Athens, Atrapos, 2005

Comparative Pedagogy, S. Bouzakis, I, II, III, Ed. Dardanos 2010

Sadler-Kandel-Hans and Comparative Pedagogy, P. Kalogiannaki, Ed. Dardanos, 2010

Comparative Pedagogy, a French-speaking approach, P. Kalogiannaki, Atrapos, 2010

Examples of comparative pedagogy, Kalogiannaki P., Ed. Diadrasi, 2018

On Comparative Pedagogy, Kalogiannaki P., Ed. Dardanos, 2015

A01 05 Pedagogical, Didactic and Epistemological View of History

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Primary Education Pedagogy		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	A01 05	SEMESTER OF STUDIES	5 TH
COURSE TITLE	<i>Pedagogical, Didactic and Epistemological View of History</i>		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3 (x 7)	5
Presentations of papers by students		3 (x 6)	
COURSE TYPE	Scientific Area		
PREREQUISITES COURSES:	--		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignment in English/French)		
ONLINE COURSE PAGE (URL)	--		

LEARNING OUTCOMES

Learning Outcomes
Through the course, students are expected to: - examine concerns in the field of theory and epistemology of history and various historiographical examples (such as historicism, Marxism, School of the Annales, microhistory, new historicism), - examine the relationship between the epistemology of history, historiography and the teaching of History, - compare historical education with cognitive psychology, - recognize school history as a "construction": aims and objectives of the lesson, selection and arrangement of the curriculum. At the same time, to be able to understand basic principles and concepts of the teaching approach to history (cultivation of skills, provision of knowledge, development of historical thinking, consciousness, judgment).
General Competencies
- organize their historical consciousness and their political judgment - judge the motives and limits of human activity, - explain the collectivity of historical action, - be able to recognize human freedom, the social determination of individual will, the affirmation of human existence, dignity and responsibility

- argue that the gaps and omissions are largely due to the absence of a theoretical and didactic approach.

COURSE CONTENT

The content of the course deals with problems of History that have been raised by theorists and historiographers over time and are the starting point for the formation of methodological principles of the teaching of History. The Curricula and the History textbooks of compulsory education are presented and critically analyzed, in order to show that the gaps and omissions are due to the absence of a theoretical, pedagogical and didactic approach and can constitute the beginning of a fruitful dialogue between the modern teachers who teach the subject. Indicative themes will be: The inadequate traditional framework. The lesson of history in the 19th, 20th and 21st centuries. Historical education today. History in the modern school. The approach to the concept of time. The teaching of historical concepts. The teaching of history and the contribution of psychology. The history through the columns of the newspapers and mass media (public opinion). The use of sources in history. The use of images in the teaching of History. History and interdisciplinary teaching framework. History and Museum education. History and new technologies. How do students experience history? Oral history. Teaching local history. Thematic history. Gender in the teaching of history. The teaching textbooks of History. History curricula in nine-year compulsory education. Taboos in history. History and literature. Some modern models/examples of teaching history. The social uses of historical knowledge. New criteria for writing history. The International Conferences of Historical Studies. The teaching of history in the Balkan countries. The teaching of history in different countries. History in the context of interculturality. The teaching of history in the knowledge society. Globalization/universality, the new European context and the concept of modernization in history. Representations of teachers for the teaching of history. Mechanisms of reception of historical knowledge: family environment, school, mass media and the ideological use of history. Historiographical research and the need for the formation of historians-educators. Production of teaching materials on history and culture.

TEACHING and LEARNING METHODS – EVALUATION

DELIVERY METHOD	Face-to-face (face-to-face teaching)			
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	• Using Power Point and Video • Support through the e-class online platform • Electronic communication with students			
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS Units	
	Lectures	3 x 13= 39	1,56	
	Independent study	86	3,44	

	Course Total	125	5	
STUDENT EVALUATION	The evaluation is based on their participation in the course, the quality of their written work, as well as the presentation to an audience they make			

RECOMMENDED-BIBLIOGRAPHY

- Angelakos, K., & Kokkinos, G. (eds.) (2004). *Interdisciplinarity in the Modern School & The Teaching of History with the Use of Sources*, Athens: Metaichmio.
- Burke P. (2002). *History and social theory*. Athens: Nisos
- Burke P. (2003). *Autopsy. The uses of icons as historical testimonies*, transl. A. Andreou. Athens: Metaichmio
- Kokkinos G., Mavroskoufis D., Gatsotis P. & Lemonidou E. (2010). *Conflicting issues in the teaching of History*. Athens: Noogram.
- Kokkinos, G., & Nakou E. (eds.) (2006) *Approaching historical education at the beginning of the 21st century*, Athens: Metaichmio.
- Ferro M. (2016). *How they tell the story to children around the world*. Athens: Metaichmio.
- Husbands G. (2000). *What does it mean to teach history?* transl. A. Lycurgus. Athens: Metaichmio.
- Sebba J. (2000). *A story for everyone. Teaching suggestions for the subject of History in Primary and Secondary School*. Athens: Metaichmio.
- Henri M. (2002). *La Didactique de l'histoire* (transl. Efi Kanner). Athens: Metaichmio

A01 06 Critical Pedagogy: from Socrates to its Modern Exponents

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Pedagogical Department of Primary Education		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	A01 06	SEMESTER OF STUDIES	1 st
COURSE TITLE	<i>Critical Pedagogy: from Socrates to its Modern Exponents</i>		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
COURSE TYPE	Scientific Area (Free Selection)		
PREREQUISITES COURSES:	--		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignment in English/French)		
ONLINE COURSE PAGE (URL)			

LEARNING OUTCOMES

Learning Outcomes
Through the course, students are expected to: - be able to know the positions of important theorists and thinkers of a critical and liberating pedagogy - discover the movement of Critical Pedagogy and to study it in its historical development - recognise that education is not autonomous and objective - consider the ways of exercising power in education through bodies and institutions - create critical social consciousness by assessing the causes, socio-political context and ideology that affect their lives - judge themselves as public intellectuals and to reformulate the relationship between educational theory and practice - develop a spirit of democratic pedagogy and to work towards a social transformation
General Competencies
- To choose critical pedagogical reflection and to challenge entrenched perceptions of life, society and science - To develop a series of educational interventions and social action for the benefit of all those who are excluded or oppressed by the system - To be able to envision the transformation of society through education

COURSE CONTENT

The course presents the principles of Critical Theory and Critical Pedagogy as well as the educational thinking of important thinkers (Socrates/ historical course of its theoretical starting points) and modern critical pedagogues, with the examination of specific key points of their theory. It is a pedagogical movement that emerged in the 1980s with leading figures: Freire, Apple, Giroux, Aronowitz, McLaren, Darder, etc. The role of Critical Pedagogy in the awakening of society through the critical education of citizens in a critical period, when education and school are pushed to serve the neoliberal market and not the needs of society, is examined. The course emphasizes that the confusion that prevails in Greece between Critical Pedagogy and the movement of critical teaching and other aspects of didacticism should be avoided. The institution of the school is examined historically and within the economic and social context in which it operates. Positivism and the ahistorical and apolitical interpretation of education are rejected. Quality aspects of school life and culture are highlighted, and schools are presented as public spaces, in which an explicit or implicit struggle of ideas and practices takes place, while resistance and anti-hegemonic struggle can thrive in them. The course also focuses on the content of textbooks and school activity, the invisible/latent curriculum and the work of teachers and students. Qualitative research strategies of Critical Pedagogy are examined, such as the arts based research method.

TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY METHOD	Face-to-face (face-to-face teaching)			
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	1. Using Power Point and Video 2. Support through the e-class online platform 3. Electronic communication with students			
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS Units	
	Lectures	3 x 13= 39	1,56	
	Independent study	61	2,44	
	Course Total	100	4	
STUDENT EVALUATION	Final written exams			

RECOMMENDED-BIBLIOGRAPHY

- Gounari, P., Grollios, G. (eds.) (2010). Critical Pedagogy – a collection of texts. Athens: Gutenberg.
- Grollios, G. (2003). Aspects of Critical Pedagogy in Greece. *Antitetradia tis Ekpaideusis*, 63-64, 65, 66-81, 85-88.
- Carr, W. & Kemmis, S. (1997). For a Critical Educational Theory. Education, Knowledge and Action Research (transl. A. Lambraki-Paganou, E. Miligou & K. Rodiadou-Albani). Athens: Codex.
- Katsikas, Ch. & Therianos, K. (2007). The Education of lack of knowledge (Introduction by Peter McLaren). Athens: Gutenberg.
- Kontou Agg. (2012). Critical Theory and Education Adorno and Horkheimer, Habermas, Critical Pedagogy, Athens: Sideris.
- Nikolakaki, M. (ed) (2011). Critical Pedagogy in the New Middle Ages. Athens: Sideris. Freire, P. (1977). The Lawsuit of the Oppressed, transl. G. Kritikos. Athens: Rappa

A02 Theories of Education and Socialization

A02 02 Socialization and Politics Socialization: Contemporary Approaches (Family, School, Media, Art-Cinema)

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Pedagogical Department of Primary Education		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	A02 02	SEMESTER OF STUDIES	1 ST
COURSE TITLE	<i>Socialization and Political Socialization: Contemporary Approaches (Family, School, Media, Art-Cinema)</i>		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
COURSE TYPE	Scientific area (Selective)		
PREREQUISITES COURSES:	--		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignment in English/French)		
ONLINE COURSE PAGE (URL)	---		

LEARNING OUTCOMES

Learning Outcomes
The course concerns the processes of Socialization (S) and Political Socialization (PS) of the modern individual and places special emphasis on its contemporary forms Specifically, upon successful completion of the course, students are expected to: - describe the basic concepts of the course - Understand the main actors of S and PS in the 21st century in relation to the existing socio-political, economic and cultural and educational conditions prevailing each time - focus on examples of S and PS from their daily lives - create innovative practices and approaches in the classroom - communicate ways of modern PS of the individual and the citizen - support the basic universal values and rights of the modern citizen

General Competencies	
-	Development of analytical-critical thinking
-	Promoting attitudes and values
-	Cultivating empathy

COURSE CONTENT

The course includes the following topics:	
-	Introduction to the basic concepts of the course
-	Contemporary bodies of S and PS in the 21st century
-	Theories and research on the person's S and PS
-	Family and School
-	Media, Peer Groups
-	Art-cinema
-	Internet, Facebook, etc.
-	Comics, Fairy Tales and Socialization/Political Socialization
-	Making teaching materials for the classroom

TEACHING and LEARNING METHODS – EVALUATION

DELIVERY METHOD	In the classroom (face-to-face teaching)		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching • View Power Point and video • Electronic communication with students		
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS Units
	Lectures	3 x 13= 39	1,56
	Independent study	61	2,44
	Course Total	100	4
STUDENT EVALUATION	Final written examinations (100% of the final grading) in the Greek language. Open books or notes. Crisis questions. Optional: undertaking exculpatory work or additive (1-2 points in the final paper)		

RECOMMENDED BIBLIOGRAPHY

Political Socialization and School, P. Kalogiannaki, Grigoris, 2000
 Political Socialization, the Genesis of the Political Man, P. Terlexis, Athens, Dardanos, 1999
 Examples of Comparative Pedagogy, Kalogiannaki P., Ed. Diadrasi, 2018

On Comparative Pedagogy, Kalogiannaki P., ed. Dardanos, 2015

Against the flow: Education, the arts, and postmodern culture. Abbs, P. London: Routledge Falmer, 2003

The arts in children's lives: Context, culture and curriculum. Bresler, L., & Thompson, C. M. (Eds.) Boston: Kluwer Academic Press, 2002.

A02 03 Socialization of Vulnerable Groups: the Case of the Roma

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Pedagogical Department of Primary Education		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	A02 03	SEMESTER OF STUDIES	5 th
COURSE TITLE	Socialization of Vulnerable Groups: the case of the Roma		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
COURSE TYPE	Scientific Area (Elective)		
PREREQUISITES COURSES:	--		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignment in English/French)		
ONLINE COURSE PAGE (URL)	---		

LEARNING OUTCOMES

Learning Outcomes
➤ The course concerns teaching and research in the field of so-called vulnerable groups with a focus on the Roma population. ➤ Specifically, upon successful completion of the course, students are expected to be able to: - recognize the basic concepts of the course - understand the main issues raised at the social, political, cultural, but above all educational level in the context of vulnerable Roma groups - analyze the socio-political, economic and cultural and educational conditions that have shaped attitudes, representations, etc. against the Roma - communicate innovative practices and approaches in the classroom for teaching Roma children at school - focus on vulnerable groups in their wider context - defend the rights of vulnerable groups with an emphasis on Roma
General Competencies
- Development of critical thinking - Promoting attitudes and values - Developing Empathy - Highlighting good practices for use in school classrooms

COURSE CONTENT

The course includes the following topics:

- Introduction to the basic concepts of the course
- Theoretical and research approaches concerning vulnerable groups
- History and Timeless Approach to Roma in Greece and Europe
- Roma and school: attitudes and representations, problems and perspectives
- Local bodies-society-cultural environment and Roma
- The role of Roma women in children's education
- Construction of teaching material - criticism of existing Curricula on the subject
- Experiential approaches-visiting Roma living spaces

TEACHING and LEARNING METHODS – EVALUATION

DELIVERY METHOD	In the classroom (face-to-face teaching)		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching • View Power Point and video • Electronic communication with students		
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS Units
	Lectures	3 x 13= 39	1,56
	Independent study	61	2,44
	Course Total	100	4
STUDENT EVALUATION	Final written examinations (100% of the final grading) in the Greek language. Open books or notes. Crisis questions. Optional: undertaking exculpatory work or additive (1-2 points in the final paper)		

RECOMMENDED BIBLIOGRAPHY

Examples of comparative pedagogy, Kalogiannaki P., Ed. Diadrasi, 2018

The integration of Roma in Greek Society, Diversity and Structural Exclusion, Markou G., Parthenis Chr et al., Ed. Gregory, 2018

Roma in Greece, Collective work, [Papapavlou Maria](#), [Koppasi Elisavet](#), [Zafiris Konstantinos N.](#), [Xirotyris Nikolaos I.](#), [Gotovos Athanasios E.](#), et al., Hellenic Society of Ethnology, 2002

Education and Diversity, Gotovos Th., Metaichmio, 2002

Other Darkness, Another Dawn: a history of Gypsies, Roma and Travellers, Becky Taylor, 2014

Roma Education in Europe: Practices, policies and politics, Maja Miskovic, Routledge 2013

A02 06 Youth and Politics: Contemporary Forms of Expression (Graffiti, Tattoos, etc.)

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Pedagogical Department of Primary Education		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	A02 06	SEMESTER OF STUDIES	1 ST
COURSE TITLE	<i>Youth and Politics: Contemporary Forms of Expression (Graffiti, Tattoos, etc.)</i>		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
COURSE TYPE	Scientific area (Selective)		
PREREQUISITES COURSES:	--		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignment in English/French)		
ONLINE COURSE PAGE (URL)	---		

LEARNING OUTCOMES

Learning Outcomes
➤ The course is about teaching and research in the field of politics socialization of young people and explores the modern ways of expressing their socio-political 'ego'. Specifically, upon successful completion of the course, students are expected to: - describe the basic concepts of the course - categorize the main issues raised at a social, political, cultural, but mainly educational level in the context of relations between Youth and Politics - examine the wider socio-political, economic and cultural and educational conditions that have shaped attitudes, representations, etc. of young people in politics and the political field - analyze the basic ways of expressing their political "ego" - generalize the ways of expression in the field of UCY - evaluate modern ways of behaving young people in this context

General Competencies
- Development of political thought and consciousness - Promotion of attitudes and values with the aim of 'political effectiveness' - Understanding and Empathy in order to develop a 'political trust' - Highlighting interpretative approaches and creating political reflection in the field

COURSE CONTENT

The course includes the following topics: - Introduction to the basic concepts of the course - Theoretical and research approaches related to the topic - History and diachronic approach to contemporary forms of expression as they have been identified in the past - Attitudes and representations towards contemporary forms of expression of young people - Graffiti in Greece and elsewhere: the category of 'socio-political' graffiti - Tattoos as personal/social/political expression - Criticism of new ways of expression – connection with the modern society of crisis and human relationships (role of family, school, peers, media, internet, etc.)

TEACHING and LEARNING METHODS – EVALUATION

DELIVERY METHOD	In the classroom (face-to-face teaching)			
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching • View Power Point and video • Electronic communication with students			
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS Units	
	Lectures	3 x 13= 39	1,56	
	Independent study	61	2,44	
	Course Total	100	4	
STUDENT EVALUATION	Final written examinations (100% of the final grading) in the Greek language. Open books or notes. Crisis questions. Optional: undertaking exculpatory work or additive (1-2 points in the final paper)			

RECOMMENDED BIBLIOGRAPHY

The Language of the Walls, Kalogiannaki, P. Karras K. Ed. Dardanos 2015
 Graffiti and Political Claim, Theodosios D., Karathanasis P., Ed. On the sidelines, 2019
 Lewisonhn C. Street Art, The Graffiti Revolution, London, Tate Gallery, 2018

Grounding Art Education in the Lives of Youth: Using Graffiti Art in the Classroom, L. Hochtritt,
vol. 326, Critical Literacy as Resistance, 2008:101-117

For the Many Not the Few, vol. 1. Various Meek et al. 2018

Cut it Out: Banksy, Robin Banksy, 2004

A02 07 Museum Education, Learning and Experience

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Pedagogical Department of Primary Education		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	A02 07	SEMESTER OF STUDIES	5 TH
COURSE TITLE	<i>Museum Education, Learning and Experience</i>		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS		CREDITS
Lectures	3 (x 7)		5
Presentations of papers by students	3 (x 6)		
COURSE TYPE	Scientific Area		
PREREQUISITES COURSES:	--		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignment in English/French)		
ONLINE COURSE PAGE (URL)			

LEARNING OUTCOMES

Learning Outcomes
Through the course, students are expected to - recognize the new museum and its social role, - be able to encourage the learner to wonder, experiment and re-evaluate through discovery and meaningful museum experience at each level of his/her activity, according to his/her particularities, needs and expectations - be able to observe, think, reflect and dream through art and entertainment in a creative educational environment on the occasion of their museum exhibits - develop the equal involvement of intellect – body – emotion, through the encoding and decoding of messages, releasing types of multiple interpretations and narratives
General Competencies
- Students, through the accumulation of their knowledge and experiences, should be able to set terms of dialogue with the creator, owner, collector and user of museum material and intangible culture in the respective different historical, political, cultural, ideological and social contexts.

COURSE CONTENT

Museum pedagogy as an informal type of learning and experience, in the context of pedagogy and museology, converses with formal education on three levels: a) creating stimuli and openings of the school outside the boundaries of the usual educational system in an experiential and reflective way, b) promoting pleasure, inspiration and creativity through art and the cultivation of skills, etc.) developing self-esteem, free expression, empathy, respect for diversity and diversity.

Museum education, learning and experience suggests to the learner the utilization of experiential experiences, interactions and activation of all senses, on the basis of modern communicative and pedagogical theories:

- discovery learning,
- social constructivism,
- free-choice learning environments;
- de-schooling of knowledge,

with the transfer of the teacher to the role of the animator – museum educator: the teacher is not a simple administrator, but knowledgeable about the techniques he/she must look for, so that his/her intervention stimulates emotions and enjoyment with the aim of self-regulating and self-active learning. The new (constructive) Museum: mediates between its (adult or child) audience and the material of culture, encouraging the encoding and decoding of messages, multiple interpretations and narratives. Through the hoarding of his knowledge and experience, he proposes the emergence of the 'biography' and the identity of the exhibits, which is linked to their spatio-temporal context, their materiality, authenticity, aesthetic evaluation, but also to the changes in their utilitarian, functional and aesthetic value in our own space-time. Museum education invites us, through personal correlations, comparisons, discourses, representations and classifications, to interpret and build new meanings, to move from the place to the whole, from the concrete to the abstract (cultural model of learning and experience – multiple types of intelligence) as our personal affair and conquest. Museum pedagogy can be a pillar of inspiration, critical reflection, evaluation and redefinition of the values and knowledge of today's social subjects (adults and minors). The material experiences of the children, because they are not often traceable for the new museum, are a challenge. Due to their low social prestige, they are rejected by the common school. The course is interested in removing these perceptions, evaluating the childhood and adolescent material experience as a creative means of understanding the world and the psyche of the students, but also as a background for building new knowledge.

TEACHING and LEARNING METHODS – EVALUATION

DELIVERY METHOD	Face-to-face (face-to-face teaching)
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	• Using Power Point and Video • Support through the e-class online platform • Electronic communication with students

TEACHING ORGANIZATION	<i>Activity</i>	<i>Semester Workload</i>	<i>ECTS Units</i>	
	Lectures	3 x 13= 39	1,56	
	Independent study	86	3,44	
	Course Total	125	5	
STUDENT EVALUATION	The evaluation is based on their participation in the course, the quality of their written work, as well as the presentation to an audience they make			

RECOMMENDED-BIBLIOGRAPHY

Black, G. 2009. The attractive museum. Museums and visitors. Athens: PCF Dalkos, G. 2000. School and museum. Athens: Kastaniotis

Zafeirakou, A. et al. (eds.) 2000. Museums and schools: dialogue and collaborations, representations and practices. Athens: Typothito-Giorgos Dardanos

Kokkinos, G. and Alexaki, E. (eds.) 2002. Interdisciplinary Approaches to Museum Education, Athens: Metaichmio

Kakourou-Chroni, G. 2006. Museum-School. Facing doors to knowledge. Athens: Patakis

Nikonanou, N. 2009. Museum Education. From theory to practice. Athens: Patakis

Nikonanou, N. (eds.). (2015). Museum learning and experience in the 21st century. Athens: HEAL-Link (in digital form)

A03 History of Education

A03 02 Renovators of Pedagogical Thought and Action

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Pedagogical Department of Primary Education		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	A03 02	SEMESTER OF STUDIES	5 TH
COURSE TITLE	Renovators of Pedagogical Thought and Action		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures and video presentations		3	4
COURSE TYPE	Scientific Area (Elective)		
PREREQUISITES COURSES:	-		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignment in English and personal study)		
ONLINE COURSE PAGE (URL)	-		

LEARNING OUTCOMES

Learning Outcomes	
➤	Upon successful completion of the course, students are expected to: - approach philosophical pedagogical thought from the time of Plato and Socrates to the time of J.J. Rousseau in relation to its renovation dimension - connect the Enlightenment movement and its main representatives (J. Locke, J.J. Rousseau, etc.) with the formation of contemporary pedagogical thought and practice - delve into the ideas of the theorists of New Education/Contemporary Pedagogy (J. Dewey, C. Freinet, R. Cousinet, A.S. Neil, etc.) in relation to the pedagogical climate, the learning experience and the social life-citizenship - understand the radical and liberating discourse of the representatives of Critical Pedagogy on issues of social justice and equality towards those groups that the invisible boundaries of race, class and gender exclude them from school and society (P. Freire, M. Apple, P. McLaren, etc.) - focus on the theoretical apparatus of frontier pedagogy (H. Giroux) as a proposal for changing the pedagogical/educational paradigm in contemporary multicultural societies

General Competencies
• Development of critical reflection • Implementing engaging, experiential, interactive learning methods • Autonomous and teamwork

COURSE CONTENT

The course includes the following topics: - Origins of philosophical/pedagogical thought and practice - Pedagogical thought in the age of modernity - Theoretical framing of New Education and focusing on the work of its key representatives - Critical Pedagogy as a liberating pedagogy - Renovators of pedagogical discourse and educational practice in modern multicultural societies - The era of postmodernity and postmodernity: theoretical starting points and applications of an artful pedagogical discourse

TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY METHOD	In the classroom and in cultural spaces			
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching: • View Power Point and video • Support of the learning process through the electronic platform e-class • Electronic communication with students			
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS Units	
	Lectures	3 x 13= 39	1,56	
	Independent study	61	2,44	
	Course Total	100	4	
STUDENT EVALUATION	• Written assignment in Greek			

RECOMMENDED-BIBLIOGRAPHY

<i>Suggested Bibliography (indicative):</i> • Gouvias, D., Therianos, K. (2014). <i>Educational Policy</i>. Athens: Gutenberg • Grollios, G., Gounari, P. (2016) (Eds.). <i>Liberation and Critical Pedagogy in Greece: Historical Paths and Perspective</i>. Athens: Gutenberg

- Durkheim, E. (2013). *The Evolution of Pedagogical Thought* (Transl. E. Athanasiadis). Athens: Alexandria
 - Kontou, A. (2012). *Critical theory and education: Adorno & Horkheimer, Habermas, critical pedagogy*. Athens: I. Sideris
 - Mialaret, G. (2011) (Eds. P. Kalogiannaki, K. Karras). *On Pedagogy and Education: Unpublished and Published Texts* (Transl. M. Malafekas). Athens: Gutenberg
 - Babalis, Th. (2014). *From Education to Education. Notes on the evolution of Pedagogical Science*. Athens: Diadrasi
- Etc.

A04 History of Greek Education

A04 01 History of Modern Greek Education: Occupation – Resistance – Civil War

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Pedagogical Department of Primary Education		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	A04 01	SEMESTER OF STUDIES	5 TH
COURSE TITLE	History of Modern Greek Education: Occupation – Resistance – Civil War		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3 (x 7 weeks)	5
Presentations of papers by students		3 (x 6 weeks)	
COURSE TYPE	Scientific Area		
PREREQUISITES COURSES:	--		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignment in English/French)		
ONLINE COURSE PAGE (URL)			

LEARNING OUTCOMES

Learning Outcomes
Through the course, students are expected to – Describe aspects of the daily life of children, teachers and their families in Greece during the period of occupation, resistance and civil war – Be able to develop their arguments orally and in writing on these issues – Recreate the historical narrative, utilizing sources and bibliography – Experimentally compose the atmosphere of the time, its difficulties and tragedy, but also the unseen aspects of war and its negative consequences – Compare the era with their own daily life
General Competencies
To develop skills in editing sources and reading them intensively in relation to with the occupation, the resistance and the civil war

- To assess the place of the modern and contemporary history of education in the current social and cultural landscape and its function in the educational institution
- To be able to combine the language of history and especially of this period, its specialized terminology, its semantic shifts, the language of historical time, historical processes and its interpretation.

COURSE CONTENT

The content of the course refers to issues such as: Metaxas dictatorship, organization of education and EON, operation of Pedagogical Academies / Teacher training, operation of schools during the occupation, mobilization of teachers/students, persecution of teachers, women, resistance and exile, children, war, resistance, children and hunger, the hidden children of the occupation, the "Trial of the Tones" and the Faculty of Philosophy of the University of Athens, the "Government of the Mountains", Pedagogical tutoring centers and organization of a Conference, EPON, the Primary School reading books:

"The Eaglets" and "Free Greece", education in the Resistance: "Plan of a popular education", D. Glinos, K. Sotiriou, Rosa Imvrioti, E. Alexiou, Lela Karagianni, France (Langevin-Wallon Committee)/ England (Education Law 1944), E.P. Papanoutsos and the bill for the demotic language (1945), structure and function of education after liberation, Supreme Committee for the Study of Educational Issues (1944-1959), Educational Association "Athenaeum", study and analysis of photographic documents, cinema and documentaries, autobiographies/literary texts on the occupation, the resistance, the civil war. oral history/school memories (occupation-resistance-civil war), traumatic memory.

TEACHING and LEARNING METHODS – EVALUATION

DELIVERY METHOD	Face-to-face (face-to-face teaching)			
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	• Using Power Point and Video • Support through the e-class online platform • Electronic communication with students			
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS Units	
	Lectures	3 x 13= 39	1,56	
	Independent study	86	3,44	
	Course Total	125	5	
STUDENT EVALUATION	The evaluation is based on their participation in the course, the quality of their written work, as well as the presentation to an audience they make			

RECOMMENDED-BIBLIOGRAPHY

- Varon-Vassar O. (2009), *The Coming of Age of a Generation. Young Men and Women in the Occupation and the Resistance*, Hestia Publications, Athens
- Gontzou Chr. - Anastasakou K. (1985), *The Teachers in the National Resistance*, Athens
- Glezos M. (2006), *National Resistance 1940-1945*, vol. A, Athens
- Katsantoni G. (1998), *The Left Party of Teachers in the Interwar Period*, Athens
- Sakellariou Ch. (1984), *Education in the Resistance*, Athens
- Fleischer, H. [ed.] (2003). *Greece '36 – '49: from the Dictatorship to the Civil War*. Athens: Kastaniotis

A04 03 Modern Greek Education: Education in Crete before its Union with Greece in the Age of Digital Narratives and Paths

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Pedagogical Department of Primary Education		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	A04 03	SEMESTER OF STUDIES	1 st - 8 th
COURSE TITLE	Modern Greek Education: Education in Crete before its Union with Greece in the Age of Digital Narratives and Paths		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
COURSE TYPE	Scientific Area (Free Selection)		
PREREQUISITES COURSES:	--		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignment in English/French)		
ONLINE COURSE PAGE (URL)			

LEARNING OUTCOMES

Learning Outcomes
Through the course, students - will describe historical knowledge and the various ways to search for and present it. - will examine educational issues of the Cretan State during this period. - will explain public and private education and the general educational policy of the Cretan State. In particular, they will evaluate the main Public Education Organizations, the types, the operation and the number of schools, the way teachers are appointed, the curricula and timetables, the school textbooks, the examinations of teachers and students, the penalties, the school buildings, etc., - In addition, they will compare the education of Muslims, Israelites, etc. and at the same time, they will be able to perceive and judge the deeper ideological and social ferments and orientations of the time, both in terms of micro-level (intra-educational field) and macro-level (extra-educational context) that generally contributed to the development of the historical-cultural identity of the island.

General Competencies

Students will be able to:

1. develop skills in processing the sources and their intensive reading in relation to the local educational history. The "place" (locality) to be recognized as an interesting category of historical analysis
2. discover the miniaturization of the scale of observation (among other things, to be able to measure discrepancies between general evolution and evolution on a micro scale, in stories of the invisible everyday but also the constant, customs and traditions, traditions and beliefs, attitudes and emotions)
3. capture and include causal relationships and interpretations
4. explain why the study of place and the "small" arose from the influence that cultural and social anthropology exerted mainly on the other social sciences
5. support principles on many points contrary to those of general history
6. integrate micro-news, the event and everyday life into a story "from below"

COURSE CONTENT

The subject of the course is to map the course of the history of education in Crete before its union with Greece, integrated into the general context of modern Greek education that was outside the geographical boundaries of the Greek state at that time. The course concerns the local educational history, of schools and its institutions in a long and difficult historical period, from the 19th century to the time when areas such as e.g. Thessaly, Epirus, Macedonia, Crete (the so-called New Lands) were incorporated into the Greek state, biographies of teachers, the educational role of the church of Crete, written and oral testimonies, life narratives (analogue and digital), And even through digital maps and routes. In addition, when and how its educational system followed and adapted to the unified Greek state education system. The examination of these areas, as pointed out in the bibliography, leads to research shifts, not only of historical, but also of eminently political importance, on the one hand in terms of historiographical boundaries (historical sections and periods), and on the other hand it reframes the field of the history of education in transitional regimes, filling in historiographical gaps and with the use of electronic sources. Consequently, local educational history expands the range of historical and pedagogical principles of the scientific field. It is an attractive field of research, as its material is observable and everyday in both its analogue and digital dimensions with the modern electronic means of digital narratives and digital maps/routes.

TEACHING and LEARNING METHODS – EVALUATION

DELIVERY METHOD	Face-to-face (face-to-face teaching)
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	• Using Power Point and Video • Support through the e-class online platform • Electronic communication with students

TEACHING ORGANIZATION	Activity	Semester Workload	ECTS Units	
	Lectures	3 x 13= 39	1,56	
	Independent study	61	2,44	
	Course Total	100	4	
STUDENT EVALUATION	Final written exams			

RECOMMENDED-BIBLIOGRAPHY

Chourdakis Ant., (2004). Education in the Cretan State, Athens: Gutenberg

Chourdakis Ant., (2012). Education in Crete before the Union. Last phase (1910-1913) and Pioneers Athens: Gutenberg

Bouzakis S., (ed.), (2002). Current Issues in the History of Education, Athens: Gutenberg

Bouzakis S., (2004). Historical Approaches to Education, Athens: Gutenberg

A05 Sociology of Education

A05 01 Y Sociology of Education: The Formation of the 'Human-Citizen' in the Digital World of the 21st Century

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Pedagogical Department of Primary Education		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	A05 01 Y	SEMESTER OF STUDIES	6 TH
COURSE TITLE	<i>Sociology of Education: The Shaping of the 'Homo-Citizen' in the Digital World of the 21st Century</i>		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
COURSE TYPE	Mandatory		
PREREQUISITES COURSES:	--		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignment in English/French)		
ONLINE COURSE PAGE (URL)	---		

LEARNING OUTCOMES

Learning Outcomes
➤ The course concerns teaching and research in the field of Sociology of Education and places particular emphasis - through the theory and research of the field - on the modern development of the homo- citizen in the society of the crisis of the 21st century. ➤ Specifically, upon successful completion of the course, students are expected to be able to: - describe the basic concepts of the course - summarize issues that arise such as issues of equal opportunities, xenophobia and racism, violation of rights, equal treatment of genders, freedom of expression, lack of a human-centered dimension in education, etc. - analyze the wider socio-political, economic and cultural and educational conditions that have shaped attitudes and representations for the formation of the homo-citizen

- classify processes and behaviors that will help create the homo-citizen - generalize the results of field research and their application in the field - defend actions and practices for the development of the 'homo-citizen' today
General Competencies
• Development of political thought, consciousness and judgment • Promotion of attitudes and values aimed at the development of the homo- citizen • Understanding and Empathy in the Context of the Socio-Political System • Highlighting interpretative approaches and creating political reflection in the field

COURSE CONTENT

The course includes the following topics: - Introduction to the basic concepts of the course - Theoretical and research approaches related to the topic Contemporary theories and representatives in the field of Sociology of Education - Crisis in society and education and development of the homo-citizen - The creation of the homo-citizen today: dead ends and prospects - The school as an agent for the creation of an anthropocentric approach to education and learning - Good practices for the promotion of the homo-citizen in society and education

TEACHING and LEARNING METHODS – EVALUATION

DELIVERY METHOD	In the classroom (face-to-face teaching)			
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching • View Power Point and video • Electronic communication with students			
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS Units	
	Lectures	3 x 13= 39	1,56	
	Independent study	61	2,44	
	Course Total	100	4	
STUDENT EVALUATION	Final written examinations (100% of the final grading) in the Greek language. Open books or notes. Crisis questions. Optional: undertaking exculpatory work or additive (1-2 points in the final paper)			

RECOMMENDED BIBLIOGRAPHY

Education as a Power, M. Apple, Routledge 2009
Handbook of the Sociology of Education, Hallinan, Maureen T. (eds.), 2000
Sociology of Education, A. Frangoudaki, Papazisis 1985
Sociology of Education, Introduction to basic concepts and themes, collective work, Foreword by K. Tsoukalas, Dardanos, 2017
On Comparative Pedagogy, or towards a Promethean Humanism in Nea Cosmopolis, A. Kazamias, Diadrasi, 2018 (reissue)
Examples of comparative pedagogy, Kalogiannaki P., Ed. Diadrasi, 2018

A05 06 Gender History of Education in the Digital Age

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Pedagogical Department of Primary Education		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	A05 06	SEMESTER OF STUDIES	1 st
COURSE TITLE	Gender History of Education in the Digital Age		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
COURSE TYPE	Scientific Area (Compulsory Elective)		
PREREQUISITES COURSES:	--		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignment in English/French)		
ONLINE COURSE PAGE (URL)			

LEARNING OUTCOMES

Through the course, students

- will examine historical knowledge and the various ways of searching and presenting it.
- will discover the history of gender and the theoretical and methodological approaches that have changed historiographical practice in recent years in the field of the history of women's education.
- will explain and evaluate the way in which gender representations are diffused by the dominant or emerging social groups and how the intervention and control of state and various other factors (family, church, institutions) and society in general is shaped.
- In addition, they will explain how the "exodus" of women to education and the labor market affects the constitution of their domestic and social space.
- Studying the Greek case, they will look for the terms and ideological processes according to which the physical differences between the sexes in the 19th century and early 20th century were considered to have determined fundamentally different mental, spiritual and moral qualities, pre-determining on the one hand the different "destination" of "men" and "women" in society, and identifying on the other hand the former with the public space and the latter with the private space and the family.

General Competencies	
1.	Be able to evaluate sources in relation to gender
2.	Explain the processes of constituting (gendered) scientific knowledge
3.	Estimate historical time
4.	Historically judge the gendered constitution of the societies in which they live
5.	Change stereotypes and prejudices about gender
6.	Support the active participation of all regardless of gender

COURSE CONTENT

The course will present the composition of the field of gender history and the theoretical and methodological approaches that have changed historiographic practice in recent years in the field of history and in particular the history of education, questioning male-centered views on history in general, examining gender relations as social constructions, which shape historical reality, which is constantly changing and reformulated. Emphasis will be placed on the interdisciplinary nature of certain terms and concepts that concern gender educational history, as well as on the fields in which the use of the historical category of gender and its relationship with other historical entities brought about broader changes in the perspective of the educational past. The 'entry' of women into education and the labor market and its effects on the formation of the domestic and social space will be studied. Based on the Greek and international example, the social representations of gender that shape concepts and categories, the terms and ideological processes of gender from the 19th to the 21st century that were considered to have fundamentally determined our gender perceptions in the public and private space (visibility - invisibility) will be investigated. At the same time, corresponding texts by educators, doctors, intellectuals, and literate women of the 19th and 20th centuries in Greece and internationally will be examined. At the same time, a variety of digital school documents of students, textbooks and documents that have been digitized and the possibilities they provide us to better approach the field of gender educational history and childhood will be used, enriching the field and its readings in the digital age with new questions and discussions.

TEACHING and LEARNING METHODS – EVALUATION

DELIVERY METHOD	Face-to-face (face-to-face teaching)			
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	- Using Power Point and Video - Support through the e-class online platform - Electronic communication with students			
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS Units	
	Lectures	3 x 13= 39	1,56	

	Independent study	61	2,44	
	Course Total	100	4	
STUDENT EVALUATION	Final written exams			

RECOMMENDED-BIBLIOGRAPHY

Chr. Vitsilaki, M. Gassouka, G. Papadopoulos (2011), Gender and Culture, Diadrasi, Athens A. Chourdakis (2016). From the Microhistory of Education: Two Unpublished Friendship Albums 1900-1904 & 1926-1927, Diadrasi, Athens

A. Chourdakis (2014), Unconfessed Secrets of Girls from the Past, GUTENBERG, Athens G. Papageorgiou (2008) Hegemony and Feminism, Typothito, Athens.

A06 Intercultural Pedagogy

A06 02 Y Issues in Intercultural Pedagogy and Historical Education

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Pedagogical Department of Primary Education		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	A06 02 Y	SEMESTER OF STUDIES	4 th
COURSE TITLE	Issues of Intercultural Pedagogy and Historical Education		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
COURSE TYPE	Background (Mandatory)		
PREREQUISITES COURSES:	--		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignment in English/French)		
ONLINE COURSE PAGE (URL)			

LEARNING OUTCOMES

Learning Outcomes
Through the course, students – will develop their trans-historical consciousness and political judgment (calculation of motivations and limits of human activity in multicultural environments, highlighting the collectivity of historical action, recognition of human freedom, social determination of individual will, affirmation of human existence, dignity and responsibility). – will develop intellectual tools to explain the position of citizens within societies, of citizens as a result of multiple determinations and the mechanisms of their integration within a given system. – will describe some contemporary models/examples of history teaching and recognize the taboos of history and the social uses of historical knowledge. – will also examine the teaching of history in different countries as well as the new criteria applied to the writing of history in the context of interculturalism.

- will revise their views in order to become protagonists in multicultural and globalized societies and therefore mobile, uncertain and open, to develop knowledge that will allow them an adequate historical social and cultural orientation in a local, national and transnational / supranational context.
- will explain the concept of diversity and change and conclude that history does not teach, but educates, contributing to the formation of the individual's personality as a global citizen.
- will be able to understand the need to form intercultural historical-pedagogues and will practice the production of intercultural teaching material on history and culture.

General Competencies

1. To be able to adopt open interpretative schemes and to be reduced to the rejection of any utilitarian use of history.
2. To be able to combine laboratory and teaching, and to be led to the historicization of the objects of science,
3. To be able to realize the historicity of its objects and therefore the deficiencies of their proposals,
4. To be able to understand what a culture means and how a country (shapes) culture. How cultural values are instilled and how values change.
5. To be able to attempt a comprehensive interpretation of the historical phenomenon in the multicultural context
6. To become able to develop a new perspective on re-examining the historical and social constructions of borders to understand their limitations and potential.

COURSE CONTENT

The content of the course is mainly oriented towards the initiatives taken after WWII. by UNESCO and the Council of Europe on the operation to radically transform teaching, the revision of textbooks and in particular history and a new intercultural approach focusing on "the interdependence of peoples and cultures and their contribution to world heritage"

Principles, frameworks and axioms of Intercultural Pedagogy and considerations and research related to intercultural perception are examined. Issues of recognition, acceptance and treatment of otherness (or multispecies similarity), as well as processes of building a multi-level identity in multicultural environments, the historical and political-social context of the emergence of multiculturalism in Europe and Greece – population movements and education as a social good without discrimination. In the context of the course, the relations between Greece and Diaspora education are explored and of course the historical background and modern approaches internationally: Education in the diaspora, past and present in Greek society and education. At the same time, the need for a meta-analysis of interculturality as a re-examination of educational theory and methodology is discussed. New areas of research activity and the search for new approaches and interests in the field and the role of the educator fall within the objectives of the course.

TEACHING and LEARNING METHODS – EVALUATION

DELIVERY METHOD	Face-to-face (face-to-face teaching)			
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	• Using Power Point and Video • Support through the e-class online platform • Electronic communication with students			
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS Units	
	Lectures	3 x 13= 39	1,56	
	Independent study	61	2,44	
	Course Total	100	4	
STUDENT EVALUATION	Final written exams			

RECOMMENDED-BIBLIOGRAPHY

A. Chourdakis (2019), Pedagogical Approach to History and Culture Courses in the Greek Diaspora, Athens, Gutenberg

P. Angelidis, C. Chatzisotiriou (2013), Intercultural dialogue in education: theoretical approaches, political beliefs and pedagogical practices, Diadrasi, Athens

V. Baros, L. Stergiou, K. Hatzidimou (2014), Issues of intercultural communication and education, Diadrasi, Athens

G. Mialaret (2011), On Pedagogy and Education, Athens, Gutenberg

A06 07 Teaching in multilingual and multicultural classrooms

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	A06 07	SEMESTER	5th and above
COURSE TITLE	Teaching in multilingual and multicultural classrooms		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures/written assignment presentations		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>special background, skills development</i>		
PREREQUISITE COURSES:	A08 01		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (course requirement: to write an essay in English on one of the topics offered and to present it in the front of the class)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDE103/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
The course aims at helping future teachers develop skills and knowledge with regard to Intercultural Education, in particular around the following axes: - How teachers can contribute to the social and educational integration of students with a different cultural and linguistic background through the use of empowering and emancipatory approaches - How can teachers create classrooms where cultural and linguistic diversity is considered a valuable resource for all students. Upon successful completion of the course, students are expected to have developed:

- knowledge and skills regarding the implementation of teaching practices inspired by the Intercultural Education approach
- knowledge and skills regarding the implementation of *pluralistic approaches* promoted by the Council of Europe with the aim to implement *plurilingual and intercultural education*
- skills related to team work and presentation of one's work in public.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Decision-making

Team work

Respect for difference and multiculturalism

Criticism and self-criticism

Production of free, creative and inductive thinking

SYLLABUS

- Critical Intercultural approaches to education
- The development of academic language
- The validation and affirmation of students' linguistic and cultural capitals
- Home-school cooperation
- Pluralistic approaches to language learning (*Awakening to Languages, Language Portraits, Identity Texts, Linguistically and Culturally Appropriate Practice*, etc)

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, communication with students and short assignments conducted via the course website, presentation of assignments via Power Point	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational</i>	Activity	Semester workload
	Lectures	3 x 13= 39 hours (1,56 ECTS)

<i>visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Individual study and preparation of the written assignment	86 hours (3, 44 ECTS)
	Course total	125 hours (5 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The language of delivery and evaluation is Greek (with the exception of Erasmus students). The evaluation includes: - Short assignments via the website in the first seven weeks of lectures - A collective written assignment (2-3 students) (to be handed during the exam period) which involves application of models, either in the form of a lesson plan or as description of an activity implemented in a classroom in real conditions - The group's presentation (to take place during the last five weeks) The students' active engagement in discussion is also taken into consideration. Specific guidelines and evaluation criteria are given to the students in the course website.	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Chumak-Horbatsch, R. (2018). *Linguistically Appropriate Practice* (edit. By V. Kourtis-Kazoullis, transl. by A.Trikka). Disigma.

Magos, K. (2022). *Erol's flight. Critical intercultural education for the early years*. Gutenberg

Mouti, A., Maligkoudi, C., Gogonas, N. & Gkaintartzi, A. (2023). *Multilingualism and Educational Linguistics*. Kallipos, Open Digital coursebooks, <https://dx.doi.org/10.57713/kallipos-189>

- Related academic journals:

Journal of Multilingual and Multicultural Development

International Journal of Bilingual Education and Bilingualism

A06 11 Border Pedagogy in Multicultural Learning Environments

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Pedagogical Department of Primary Education		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	A06 11	SEMESTER OF STUDIES	5 TH
COURSE TITLE	<i>Border Pedagogy in Multicultural Learning Environments</i>		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS		CREDITS
Lectures	3 (x 7)		5
Presentations of papers by students	3 (x 6)		
COURSE TYPE	Scientific Area		
PREREQUISITES COURSES:	--		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignment in English/French)		
ONLINE COURSE PAGE (URL)			

LEARNING OUTCOMES

Learning Outcomes
Through the course, students are expected to - define, based on international literature research, the formation of a framework of border pedagogy on a wide range of factors influencing teachers' teaching achievements, as well as the Content of the study programs - propose methods based on critical thinking and the way of analyzing the content of teaching in a balanced way, - compare their interpretations, to evaluate the data they have and to make and welcome free and unbiased judgments, acting as multipliers of positive attitudes in the multicultural learning environments they exist.
General Competencies
- Be able to reorganize their work - Develop a frontier understanding and vision of education that will allow them to create innovative methods and tools for the promoting cultural experiences and intersectional competences/types of Intelligence and Communication

COURSE CONTENT

Border *pedagogy* is used in multicultural learning environments to help students understand the stories and experiences of learners and to eliminate diverse barriers (de-territorialization/ adoption of border identities) to achieve a greater understanding and perception of the human experience in school and society. Border pedagogy, crossing the boundaries of the school, considers culture as its component and perceives teachers and students as travellers who cross borders (cultural pioneers) and promote social action. In particular, the course focuses on structural factors that guide education and pedagogy and prevent the cultural utilization of border pedagogy, in order to integrate elements of teaching and learning of multicultural experience into the educational narrative. Border education also focuses on historical issues that have reshaped the world – including decolonization, social democracies, revolutions, terrorism, religious conflicts, competition in the labor market, as well as globalization and the role of superpowers on a global scale. One of its important aspects is the redefinition of the concept of "de-territorialization" and the "borders" between different states and cultures. Modern views reject the historical discourse that treats education as a uniform, apolitical, asexual, and teleological structure of knowledge and learning. Instead, these theories advocate a decentralized, political, gendered, multimodal, multifocal and open view of education. In this context, the key to education remains learning through the concept of the "other", the familiar and the unfamiliar, with elements suitable for broadening the intellectual horizons of citizens today, with the direct involvement of oppressed population groups.

TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY METHOD	Face-to-face (face-to-face teaching)			
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	- Using Power Point and Video - Support through the e-class online platform - Electronic communication with students			
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS Units	
	Lectures	3 x 13= 39	1,56	
	Independent study	86	3,44	
	Course Total	125	5	
STUDENT EVALUATION	The evaluation is based on their participation in the course, the quality of their written work, as well as the presentation to an audience they make			

RECOMMENDED-BIBLIOGRAPHY

Aronowitz S., Giroux H. (1991) *Postmodern Education: Politics, Culture and Social Criticism*, Minneapolis MN: University of Minnesota Press.

Giroux H. (1992), *Border Crossings: Cultural Workers and the Politics of Education*, USA: Routledge, Chapman and Hall

Green J. L., Dixon C. (2007), Classroom interaction, situated learning. In M. Martin-Jones, A.M. de Mejia, N. H. Homberger (Eds.), *Encyclopedia of language and education*, Vol. 3, Discourse and Education, 1–12. Berlin: Springer.

Noboa J. (2013), Teaching History on the Border: Teachers Voice their Views. In *International Journal of Qualitative Studies in Education*, v.26 /3 pp.324-34

A06 14 Conversing with (ethno)cultural Diversity in Spaces of Cultural Experience and Learning

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Pedagogical Department of Primary Education		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	A06 14	SEMESTER OF STUDIES	3 rd
COURSE TITLE	Conversing with (ethno)cultural Diversity in Spaces of Cultural Experience and Learning		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures and video presentations		3	4
COURSE TYPE	Scientific Area (Elective)		
PREREQUISITES COURSES:	-		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignment in English and personal study)		
ONLINE COURSE PAGE (URL)	-		

LEARNING OUTCOMES

Learning Outcomes
➤ Upon successful completion of the course, students are expected to: • understand the spatiotemporal context of coexistence of people with different nationalities, languages, religions, cultural references and recognize the implications of the above development in education • approach the terms of the constitution of the nation state and the national ideology as determinants of national identity/consciousness • document the role of the school in the formation and/or reproduction of collective identities • distinguish the types of social identities and the criteria for distinguishing them • analyze ethnocultural identity/otherness based on critical theory and frontier pedagogy • apply practices of directing/representational pedagogy with the aim of the emergence of diverse identities • apply practices of modern museology and museum pedagogy to approach the relationship between 'identity-otherness'

General Competencies
• Development of critical reflection • Implementing engaging, experiential, interactive learning methods • Autonomous and teamwork

COURSE CONTENT

The course includes the following topics:
• Theoretical approaches, distinguishing criteria and content of the concepts of 'identity-otherness' • Education as an institutional mechanism for the formation and reproduction of identities • The discourse on identities in the context of border pedagogy • Identity and Diversity in Diverse Educational and Cultural Learning Environments • Directing/representational pedagogy as a methodology for negotiating identities of students with different sociocultural perceptions • The museum as a cultural space for the promotion of different identities, communication and exchange of cultural experiences

TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY METHOD	In the classroom and in cultural spaces			
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching: • View Power Point and video • Support of the learning process through the electronic platform e-class • Electronic communication with students			
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS Units	
	Lectures	3 x 13= 39	1,56	
	Independent study	61	2,44	
	Course Total	100	4	
STUDENT EVALUATION	• Written exams in Greek (development questions) or • Exculpatory work			

RECOMMENDED-BIBLIOGRAPHY

<i>Suggested Bibliography (indicative):</i> Veikou, M., Lalagianni, V. (2015). <i>Immigration. Social and Cultural Manifestations. Theoretical schemes, conceptual definitions and terminology</i>. Athens: Greek Academic E-Textbooks and Aids Gellner, E. (2002). <i>Nationalism, Culture, Faith and Power</i> (L. Papadaki, Trans.). Athens: Alexandria

Nikonanou, N. (Ed.) (2015). *Museum learning and experience in the 21st century*. Athens: Greek Academic E-Textbooks and Aids

Kyriakakis, G., Michailidou, M. (2006). *The Other's Approach: Ideology, Methodology and Research Practice*. Athens: Metaichmio, etc.

A06 15 Linguistically and Culturally Responsive Teaching

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	A06 15	SEMESTER	3th and above
COURSE TITLE	<i>Linguistically and Culturally Responsive Teaching</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (course requirement: the completion of an essay in English/ French/ Spanish)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU316/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
The course aims at helping future teachers develop skills and knowledge with regard to Intercultural Education, in particular around the following axes: c) How teachers can contribute to the social and educational integration of students with a different cultural and linguistic background through the use of empowering and emancipatory approaches d) How can teachers create classrooms where cultural and linguistic diversity is considered as a valuable resource for all students Upon successful completion of the course, students are expected to master models and approaches

which:

- acknowledge and validate students' cultural and linguistic repertoires, such as *Culturally Responsive Pedagogy* (Gay, 2000, 2010; Ladson-Billings, 2009; Villegas and Lucas, 2002), *Linguistically Responsive Teaching* (Lucas and Villegas, 2010, 2013), *Linguistically Appropriate Practice* (Chumak-Horbatsch, 2018), *Framework for Academic Language Learning* (Cummins, 2001) etc.
- highlight the challenges emergent bilingual students face with regard to the development of *academic language* (Cummins, 2000) and guide teachers in designing lessons based on scaffolding techniques to allow these students to access academic content
- endorse holistic language teaching approaches such as the *pluralistic approaches* promoted by the Council of Europe with the aim to implement *plurilingual and intercultural education*.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Team work

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

.....

Others...

.....

Respect for difference and multiculturalism

Production of free, creative and inductive thinking

Decision-making

Working independently

Team work

Working in an international environment

SYLLABUS

- Addressing cultural and linguistic diversity in education: assimilationist, integrative, and antiracist approaches
- Critical Multicultural and Critical Intercultural approaches to education
- Identities and stereotypes
- Linguistic diversity at school
- Religious and cultural diversity
- Home-school cooperation
- Pluralistic approaches to language learning (Awakening to Languages, Language Portraits, Identity Texts, Linguistically and Culturally Appropriate Practice, etc)
- Developing the academic language in the mainstream classroom

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, communication with students and short assignments conducted via the course website		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload	
	Lectures	3 hours x 13 weeks=39 hours (1.56 ECTS)	
	Study for the final assessment and completion of short assignments related to the thematic units	61 hours (2.44 ECTS)	
	Course total	100 hours/ 4 ECTS	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The language of delivery and evaluation is Greek (with the exception of Erasmus students). The evaluation includes: - <i>Summative assessment</i> in written form including multiple choice questionnaires, short-answer questions, open-ended questions. - <i>Formative assessment (optional)</i>: students complete four short assignments throughout the course with the aim to interact with the teaching material and solidify their knowledges. For the completion of these assignments, they receive an extra credit (2/10) provided they have scored 5/10 and above in the final examination. Specific criteria are provided for students in written form in the course website.		

ATTACHED BIBLIOGRAPHY

- *Suggested bibliography: (in Greek)*

Chumak-Horbatsch, R. (2018). *Linguistically Appropriate Practice* (edit. By V. Kourtis-Kazoullis, transl. by A.Trikka). Disigma.

Magos, K. (2022). *Erol's flight. Critical intercultural education for the early years*. Gutenberg

Mouti, A., Maligkoudi, C., Gogonas, N. & Gkaintartzis, A. (2023). *Multilingualism and Educational Linguistics*. Kallipos, Open Digital coursebooks, <https://dx.doi.org/10.57713/kallipos-189>

- *Related academic journals:*

Journal of Multilingual and Multicultural Development

International Journal of Bilingual Education and Bilingualism

Etc.

A07 Comparative Pedagogy

A07 01 Primary School in the Educational Systems of the Modern World

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Pedagogical Department of Primary Education		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	A07 01	SEMESTER OF STUDIES	Of all the Semesters of study
COURSE TITLE	Primary School in the Educational Systems of the Modern World		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
COURSE TYPE	Delivery		
PREREQUISITES COURSES:	no		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes, with task assignment		
ONLINE COURSE PAGE (URL)	no		

LEARNING OUTCOMES

Learning Outcomes
Learning outcomes focus on: 1. Students should be aware of the similarities and differences between primary schools in the modern world 2. Be able to make comparisons with the aim of highlighting good practices 3. Be able to raise awareness of issues of dealing with educational crises in the context of primary schools 4. Be able to develop skills of participation, development of critical reflection and resolution of contemporary issues that concern primary schools in various countries of the world today 5. Be able to understand the teacher-student-parent relationships in primary school educational processes and to apply practices in their own context as future teachers

General Competencies
-cognitive -psychomotor -participatory -criticism/development of critical thinking

COURSE CONTENT

The course includes modules as follows:	
1.	On comparative pedagogy and comparison of educational systems
2.	Primary schools in Europe
3.	Primary Schools in Asia
4.	Primary Schools in Africa
5.	Primary Schools in Latin America
6.	First Primary Schools in North America
7.	Comparisons (similarities-differences) based on the Greek experience
8.	Teacher training (indicative presentation and comparison)
9.	Key issues/problems in primary education in the world
10.	Issues of teacher/student/'parent' relations
11.	Crisis issues in Education in primary education
12.	Crisis issues in Education in general
13.	Towards a 'hetero-pedagogical' approach to primary education in the modern world

TEACHING and LEARNING METHODS – EVALUATION

DELIVERY METHOD	Lecture and experiential workshops/working groups		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Yes		
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS Units
	Lecture/Delivery	125 h	5 ECTS
	Course Total		ECTS
STUDENT EVALUATION	Written exams and/or prosthetics and/or exculpatory papers		

RECOMMENDED BIBLIOGRAPHY (indicative)

Indicative Greek-language bibliography

Kalogiannaki P. (2021). Comparative Pedagogy and the 'man-citizen', in: Comparative and International Educational Review, Special Thematic Issue: Democracy and Governance in Education, (27)61-80.

Kalogiannaki P. (2022). 'Heteropedagogy: a proposal for the development of "human-citizen/citizen" in the 21st century', in: Contemporary Trends and Developments in the Sciences of Education, University of Athens-PEE, Proceedings of the Anniversary Conference, 40 years since the Establishment of the Pedagogical Society of Greece, 1981-1921), (edited by K. Malafantis-Th. Babalis), Diadrasi: pp.145-158.

Kalogiannaki P. (2004). "Homo politicus: Homo comparativus? Reflections on the concept of Citizenship today from the perspective of Comparative Pedagogy, in: Comparative and International Educational Review, 2 /127-139

Kalogiannaki P., (2002), The French-speaking comparative pedagogy: a general view, in: Proceedings of the 2nd international conference: Education at the Dawn of the 21st century (ed. S. Bouzakis) p.15

Kalogiannaki P. (2020), 'Towards a Heteropedagogy: the creation of the human-citizen in the 21st century. In: Ch. Parthenis (ed.). Policy and Practice of Intercultural Education: The Necessity of New Pedagogical and Institutional Approaches in Contemporary Multicultural Societies (pp. 143-154). Athens, Gutenberg.

A07 03 Forms of Education in Africa, Asia and Latin America: Comparative Approaches and Educational Practices

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Pedagogical Department of Primary Education		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	A07 03	SEMESTER OF STUDIES	1 ST
COURSE TITLE	<i>Forms of Education and Education in Africa, Asia and Latin America: Comparative Approaches and Educational Practices</i>		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
COURSE TYPE	Scientific area (Selective)		
PREREQUISITES COURSES:	--		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignment in English/French)		
ONLINE COURSE PAGE (URL)	---		

LEARNING OUTCOMES

Learning Outcomes
➤ The course concerns the analysis and comparison of educational systems in countries of the so-called 'Third World', Asia, Africa, Latin America. ➤ Specifically, upon successful completion of the course, students are expected to: - describe the basic concepts of the course - mention representative systems from the aforementioned countries and compare them with the Greek experience - examine the wider socio-political, economic and cultural and educational conditions that affect their formation - focus on good practices for use in the classroom - communicate the particular problems identified (illiteracy, inequality of opportunity, racism, wars, exploitation of children, the position of women, violation of rights, school dropout, etc.) - defend human rights in the context of education in these countries

General Competencies	
-	Development of critical thinking
-	Cultivation of the comparative argument (similarities and differences)
-	Promoting attitudes and values
-	Creating reflection in the field

COURSE CONTENT

The course includes the following topics:	
-	Introduction to the basic concepts of the course
-	Description and analysis of representative education systems
-	Approach to the Greek school – problems and prospects in the 21st century
-	Comparisons (similarities and differences) between the systems
-	Critical approach to the schools under discussion in the world
-	Socio-economic and political problems in countries of Latin America, Asia, Africa
-	Interpreting Education Systems Based on the Le Thanh Khoi Model
-	International programmes to support education in 'third world' countries

TEACHING and LEARNING METHODS – EVALUATION

DELIVERY METHOD	In the classroom (face-to-face teaching)			
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching • View Power Point and video • Electronic communication with students			
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS Units	
	Lectures	3 x 13= 39	1,56	
	Independent study	61	2,44	
	Course Total	100	4	
STUDENT EVALUATION	Final written examinations (100% of the final grading) in the Greek language. Open books or notes. Crisis questions. Optional: undertaking exculpatory work or additive (1-2 points in the final paper)			

RECOMMENDED BIBLIOGRAPHY

On Comparative Pedagogy, Kalogiannaki P. Dardanos 2015
Examples of comparative pedagogy, Kalogiannaki P., Diadrasi 2018
Crisis in Education, Calogiannakis P. Papadakis N. Ifanti A. (eds), HMStudies & Publishing, 2018

Empire and Education in Africa: the shaping of a comparative perspective (history of schools and schooling), P. Kallaway and R. Swartz, 2016

Southeast Asian Education in Modern History: Schools, Manipulation and Context, P.M. Jolliffe, Th. R. Bruce, Routledge, 2018

Popular Education and Social Change in Latin America, L. Kane, 2000.

A07 04 Innovative and Alternative Schools in the Context of a Radical Pedagogy

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Pedagogical Department of Primary Education		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	A07 04	SEMESTER OF STUDIES	1 ST
COURSE TITLE	<i>Innovative and Alternative Schools in the context of a Radical Pedagogy</i>		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
COURSE TYPE	Scientific area (Selective)		
PREREQUISITES COURSES:	--		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignment in English/French)		
ONLINE COURSE PAGE (URL)	---		

LEARNING OUTCOMES

Learning Outcomes
• The course concerns the approach of innovative and alternative schools in Greece and the world as well as innovative and alternative practices and theories. • Specifically, upon successful completion of the course, students are expected to: - define the basic concepts of the course - distinguish innovative and alternative schools in the modern world and compare them with the Greek experience - examine the wider socio-political, economic and cultural and educational conditions that affect their formation - classify the good practices of these schools for use in the classroom - they are planning in the context of a radical pedagogy, which is essentially a heteropedagogical and anthropocentric approach to education and education - support innovation and interchangeability in the modern school - evaluate innovative and alternative actions in the school environment

General Competencies	
-	Development of critical radical thinking and comparative argument
-	Promoting attitudes and values
-	Creating reflection in the field
-	Search for good practices

COURSE CONTENT

The course includes the following topics:	
-	Introduction to the basic concepts of the course
-	Radical pedagogy and contemporary educational and social crisis
-	Description and analysis of representative innovative and alternative schools in the world today
-	Approach to the Greek school in the context of innovation
-	Educational policies in Greece and elsewhere
-	Critical approach to the schools under discussion in the world
-	Examples of innovative schools and alternative ways of education – good practices for the modern teacher

TEACHING and LEARNING METHODS – EVALUATION

DELIVERY METHOD	In the classroom (face-to-face teaching)			
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching • View Power Point and video • Electronic communication with students			
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS Units	
	Lectures	3 x 13= 39	1,56	
	Independent study	61	2,44	
	Course Total	100	4	
STUDENT EVALUATION	Final written examinations (100% of the final grading) in the Greek language. Open books or notes. Crisis questions. Optional: undertaking exculpatory work or additive (1-2 points in the final paper)			

RECOMMENDED BIBLIOGRAPHY

On Comparative Pedagogy, Kalogiannaki P. Dardanos 2015
Examples of comparative pedagogy, Kalogiannaki P., Diadrasi 2018

Crisis in Education, P. Kalogiannaki, K. Karras et al (eds) HMStudies and Publishing 2015

Paolo Freire, The Lawsuit of the Oppressed, (transl.) ed. Kedros, 2009.

Critical Pedagogy, A Collection of Texts, edited by: [Panagiota Gounari](#), [Giorgos Grollios](#)

(texts: [Michael W. Apple](#), [Stanley Aronowitz](#), [Lilia Bartolome](#), [Henry Giroux](#), [Bell Hooks](#), [Donaldo Macedo](#), [Peter McLaren](#)), [Gutenberg - George & Kostas Dardanos](#), 2010

A08 Bilingualism and Teaching of Greek as a Second/Foreign Language

A08 01 C Bilingualism and teaching Greek as a Second Language

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	A08 01	SEMESTER	4th
COURSE TITLE	<i>Bilingualism and teaching Greek as a Second Language</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background (Compulsory)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (course requirement: the completion of an essay in English/French/Spanish)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDE125/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> The course is an introduction to the study of (a) bilingualism (from a sociolinguistic and educational perspective) and (b) issues related to the teaching of Greek as a second and as a foreign language. The aim is to familiarize students with basic concepts and concerns regarding the education of Greek as an L2 learners with various cultural and linguistic backgrounds.

Specifically, upon successful completion of the course, students are expected to:

- Understand key concepts in the fields of (a) bilingualism and (b) second/foreign language teaching.
- Understand the main characteristics of bilingual learners and their particularities compared to the mainstream student population.
- Understand the socio-political and educational conditions that influence and shape language use in bilingual (minority/migrant) populations.
- Understand the difference between “Greek as a Second Language (GSL)” and “Greek as a Foreign Language (GFL).”
- Be able to identify and select appropriate teaching materials for corresponding bilingual learners (Greek as GSL/GFL, adults/children).
- Be able to apply innovative teaching approaches in the mainstream classroom in order to ensure the smooth integration and academic success of students with a different linguistic background.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Team work

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

.....

Others...

.....

Respect for difference and multiculturalism

Production of free, creative and inductive thinking

Decision-making

Working independently

Working in an international environment

SYLLABUS

- Bilingualism/Multilingualism as a global and social phenomenon
- Dimensions of bilingualism
- Language use and development in bilingual communities
- Intercultural education
- L2 Teaching methods and approaches
- L2 learners of Greek and official policies (special classes, curriculum, teaching material, etc).
- Mainstream classroom support for emergent bilingual students
- Pluralistic approaches to language learning

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, communication with students and short assignments conducted via the course website	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	3 hours x 13 weeks=39 hours (1.56 ECTS)
	Study for the final assessment and completion of short assignments related to the thematic units	61 hours (2.44 ECTS)
	Course total	100 hours/ 4 ECTS
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The language of evaluation is Greek (with the exception of Erasmus students). The evaluation includes: -<i>Summative assessment</i> in written form including multiple choice questionnaires, short-answer questions, open-ended questions (many of which appear as exercises in the Study material for each thematic unit). -<i>Optional mid-term examination</i>: students answer within a two-week period a 20-point questionnaire (including multiple choice questions and True-false statements). Those who score at least 16/20 receive an extra credit (1/10) provided they have scored 5/10 and above in the final examination. Feedback on the correct answers is provided both during the lectures and on the website. Specific criteria are provided for students in written form in the course website and are also mentioned during lectures.	

ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography: (in Greek)</i> Chatzidaki, A. (2020). <i>Teaching bilingual children. Theoretical issues and educational approaches</i>. Pedio. Chatzidaki, A. (2023). <i>The development of community languages among minority children: the role of family and school</i>. Kallipos, Open Digital coursebooks http://dx.doi.org/10.57713/kallipos-359 Mouti, A., Maligkoudi, C., Gogonas, N. & Gkaintartzi, A. (2023). <i>Multilingualism and Educational Linguistics</i>. Kallipos, Open Digital coursebooks, https://dx.doi.org/10.57713/kallipos-189 Stergiou, L. & Simopoulos, G. (2019). <i>After the Containers. An intercultural perspective at refugee education</i>. Gutenberg. - <i>Related academic journals</i>: <i>Journal of Multilingual and Multicultural Development</i> <i>International Journal of Bilingual Education and Bilingualism</i> Etc.

A08 02 Issues in teaching Greek as a second language

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	A08 02	SEMESTER	5th and above
COURSE TITLE	Issues in teaching Greek as a second language		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background skills development		
PREREQUISITE COURSES:	A08 01		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (course requirement: the completion of an essay in English/ French/ Spanish)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDE127		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> The course aims to develop some basic understanding and skills in the field of Teaching Greek as a second or foreign language that will enable future educators to teach such courses to students who learn Greek as an L2 either in Greece or abroad (as members of diaspora communities). Upon successful completion of the course, students are expected to: - Be able to distinguish between the learners' needs and the required teaching practices in teaching Greek as an L2 and a foreign language (FL) - Have learned basic features of Second Language Acquisition

- Be able to apply basic principles of different methodological approaches to teaching an L2/FL
- Be able to design activities and exercises for teaching the four language skills, grammar and vocabulary.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Adapting to new situations

Decision-making

Production of free, creative and inductive thinking

Working independently

Working in an international environment

Respect for difference and multiculturalism

SYLLABUS

- Basic features of Second Language Acquisition
- Teaching methods and approaches
- Types of errors and ways to provide feedback
- Teaching Greek as a Second and as a foreign language (types of students, textbooks, methods)
- The development of listening comprehension and speaking, reading comprehension and writing
- Teaching grammar
- Teaching vocabulary

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, communication with students and short assignments conducted via the course website	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography,</i>	Activity	Semester workload
	Lectures	3 hours x 13 weeks (1.56 ECTS)

tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Study for the final assessment and completion of short assignments related to the thematic units	61 hours (2.44 ECTS)
	Course total	100 hours/ 4 ECTS
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The language of delivery and evaluation is Greek (with the exception of Erasmus students). The evaluation includes: - <i>Summative assessment</i> in written form including multiple choice questionnaires, short-answer questions, open-ended questions. - <i>Formative assessment (optional)</i>: students complete four short assignments throughout the course with the aim to interact with the teaching material and solidify their knowledge. For the completion of these assignments, they receive an extra credit (2/10) provided they have scored 5/10 and above in the final examination. Specific criteria are provided for students in written form in the course website.	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography: (in Greek)

- Bella, S. (2011). *Second Language acquisition and teaching*. Patakis.
- Iakovou, M. (ed.) *A teachers' guide. Basic principles in teaching Greek as a L2/FL (levels A1-B2)*. <https://diapolis.auth.gr>
- Kantzou, V., & Antoniou, M. (2024) *Teaching Greek as a Second Language*. Gutenberg.

A08 05 The Acquisition and Teaching of Greek as a Heritage Language

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	A08 05	SEMESTER	5th and above
COURSE TITLE	<i>The Acquisition and Teaching of Greek as a Heritage Language</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures/written assignment presentations		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	<i>special background, skills development</i>		
PREREQUISITE COURSES:	A08 01		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (course requirement: to write an essay in English on one of the topics offered and to present it in the front of the class)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU328/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> The course aims to help future teachers develop skills and knowledge with regard to Teaching Greek as a Heritage of Foreign language. Upon successful completion of the course, students are expected to have developed: - knowledge about the socio-cultural and socio-linguistic conditions in which Greek-origin individuals living abroad develop various levels of Greek language proficiency, in particular their communicative needs and patterns of language use - knowledge about the system of Greek-language education abroad (legislation, types of schools, involved agents and authorities, conditions of implementation, challenges etc).

- knowledge about the available curricula and teaching material
- skills regarding appropriate teaching methods in the case of Greek language teaching as a Heritage or Foreign language abroad
- skills regarding team work and presentation of one's work in public.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Decision-making

Team work

Respect for difference and multiculturalism

Criticism and self-criticism

Production of free, creative and inductive thinking

SYLLABUS

1. The Greek language abroad: second, foreign or heritage language?
2. Typology of student population; patterns of language use, needs analysis
3. Agents and forms of Greek-language education
4. Curricula, syllabi, teaching material
5. Teaching methods
6. Parents, students and teachers: attitudes, expectations and practices

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, communication with students and short assignments conducted via the course website, presentation of assignments via Power Point

TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	3 x 13= 39 hours (1.56 ECTS)
	Individual study and preparation of the written assignment	86 hours (3. 44 ECTS)
	Course total	125 hours (5 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The language of delivery and evaluation is Greek (with the exception of Erasmus students). The evaluation includes: - Short assignments via the website in the first seven weeks of lectures - A collective written assignment (2-3 students) (to be handed during the exam period) which involves application of models, either in the form of a lesson plan or as description of an activity implemented in a classroom in real conditions - The group's presentation (to take place during the last five weeks) The students' active engagement in discussion is also taken into consideration. Specific guidelines and evaluation criteria are given to the students in the course website.	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography: (in English)

- **Aravossitas, T. & Oikonomakou, M. (2026)** *Advancing Modern Greek Heritage Language Education in Canada*. Springer.
- **Mattheoudakis, M., & Maligkoudi, C. (2025).** *Exploring Modern Greek as a Second, Foreign, and Heritage Language In Greece and Beyond*. Routledge.

- Related academic journals:

Heritage Language Journals

International Journal of Multilingualism

International Journal of Bilingual Education and Bilingualism

Journal of Multilingual and Multicultural Development

A10 Organization and Administration of Education

A10 06 The Educational Policies of the Venizelist and Anti-Venizelist Governments in the Greek State through their Historical Formation and Course

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Pedagogical Department of Primary Education		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	A10 06	SEMESTER OF STUDIES	
COURSE TITLE	<i>The Educational Policies of the Venizelos and Anti-Venizelos Governments in the Greek State through their Historical Formation and Course</i>		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
COURSE TYPE	Scientific Area (Free Selection)		
PREREQUISITES COURSES:	--		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignment in English/French)		
ONLINE COURSE PAGE (URL)			

LEARNING OUTCOMES

Learning Outcomes
Through the course, students - will discover and examine a number of significant concepts - will define historical and social factors that contribute to the formation of educational policy - will evaluate the bodies exercising Educational Policy from the formation of the modern Greek state and especially the Venizelists and anti-Venizelist governments - They will combine issues of theory and practice regarding the subject.
General Competencies
- Students will be able to delve into the historical context of the subject of Educational Policy - They will have the ability to analyse and interpret education policies during these periods and - They will be able to judge the historical and socio-political processes of its implementation

COURSE CONTENT

The course seeks to contribute to the renewal of the debate on Venizelos' educational policy at the level of intentions, planning and implementation, by presenting a series of texts/ sources from the period when Venizelos lived and acted both in Crete, "retrieving" a largely unknown aspect of the educational activity of the Greek politician in his homeland, and when he assumed the prime ministership in free Greece, seeking to supplement the studies on the intentions of the Venizelos governments in the educational affairs of mainland Greece. The subject of the course is the history of educational policy at the end of the 19th and the first quarter of the 20th century through the investigation of the main aspects of the policy of the Greek politician in the field of education, starting from the Cretan State and integrated into the socio-political and historical developments of the time. Among other things, the course examines the philosophy and orientations of this politician, the institutional framework of Venizelos' educational policy, the relationship between education and language, the relations between church and state in the field of education, the connection of the school with the labor market and the effort to curb classicism, reforms, goals and programs of the time, etc. Based on the available evidence (analogue and digitized), bills, laws, government decrees/circulars, parliamentary minutes, government and party programs of the liberals, articles on education, speeches and speeches by Eleftherios Venizelos in parliament on education, press articles on his educational policy and reflection in the context of modern educational policies will be studied.

TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY METHOD	Face-to-face (face-to-face teaching)		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	• Using Power Point and Video • Support through the e-class online platform • Electronic communication with students		
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS Units
	Lectures	3 x 13= 39	1,56
	Independent study	61	2,44
	Course Total	100	4
STUDENT EVALUATION	Final written exams		

RECOMMENDED-BIBLIOGRAPHY

Stamelos G. (1999). Contemporary issues of educational policy. The Greek education system. Tracing effort, Athens: Armos.

Veremis Th. - Goulimi G. (1989). Eleftherios Venizelos: Society-Economy-Politics in its Time, Athens: Gnosis

Dimaras A. (ed.). (1984). The reform that did not take place (1895-1967), Athens: New Hellenic Library

Bouzakis S. (1986). Modern Greek Education (1821-1985), Athens: Gutenberg

Papadakis N. (eds.). (2003). Educational policy. Athens: Ellinika Grammata

Frangoudaki, A. (1987). Educational reform and liberal intellectuals. Athens: Kedros.

Charalambous D. (2007). Metapolitefsi and educational policy. Athens: Ellinika Grammata

Chourdakis A. (2007). In: Educational policy in the years of Eleftherios Venizelos. Athens: Ellinika Grammata

Chourdakis Ant., (2010). State under annulment, Education in Crete before its unification, Athens: Gutenberg

A11 Lifelong Learning-Adult Education

A11 01 Lifelong Learning in the Knowledge Society

GENERAL

SCHOOL	of Education		
DEPARTMENT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	A11 01	SEMESTER	5
COURSE TITLE	Lifelong Learning in the Knowledge Society		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDIT UNITS
Lectures		3 (x 7)	5
Student presentations		3 (x 6)	
TYPE OF COURSE	Scientific Area		
PREREQUISITES COURSES:	A11P04		
LANGUAGE OF INSTRUCTION and EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS	YES (with assignment in English and personal study)		
COURSE WEBSITE (URL)	—		

LEARNING OUTCOMES

Learning Outcomes
The concept, content, philosophy, necessity, levels of distinction, implementation and evaluation framework, and finally the contemporary policies for Lifelong Learning (LLL) in the emerging Knowledge Society, constitute the components of the theoretical framework of the course. Upon completion of the course, students are expected to: - recognise the necessity of MBS in the modern era - understand the philosophical framework of DBM - be familiar with good LLL practices in Greece and internationally
General Skills
• Promotion of free and inductive thinking • Decision-making in heterogeneous collaborative environments • Encouraging creativity and critical thinking • Independent work • Respect for diversity

- Exercising criticism and self-criticism
- Adapting to new situations

COURSE CONTENT

1. DBM: Historical Review
2. DBM: Delineation / Philosophical Framework
3. DBM: Levels of Discrimination
4. DBM: Implementation and Evaluation Framework
5. Good DBM practices from Greece and abroad

TEACHING and LEARNING METHODS – EVALUATION

DELIVERY METHOD	In the classroom (face-to-face teaching)		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching • Use of online collaborative applications (Kahoot, etc.) • Use of virtual reality applications • Use of augmented reality applications • Full utilisation of social media (Facebook, Instagram, etc.) • PowerPoint presentations and interactive videos		
TEACHING ORGANISATION	Activity	Semester Workload	ECTS credits
	Lectures	3 x 13= 39	1.56
	Independent study	46	1.84
	Group work	40	1.60
	Total course	125	5
STUDENT ASSESSMENT	Assessment is based on 1. their participation in the course (30%) 2. the quality of their work and their presentation to an audience (70%)		

RECOMMENDED READING

Greek

Kokkos, A. (1999). Adult education. *The field, the principles of learning, the contributors*. Patras: EAP.

Kokkos, A. (2002). Adult education in Europe and Greece: definition of the field, trends, policies. In Kokkos A. (ed.), *International Conference on Adult Education*. Athens: Metaixmio.

Rogers, A. (1998). Adult education. Athens: Metaixmio.

Vergidis, D., & Karalis, T. (2004). Typologies and Strategies in Adult Education. *Adult Education*, 2, 11-16.

Foreign language

Aspin, D. N., Chapman, J., Hatton, M., & Sawano, Y. (Eds.). (2012). *International handbook of lifelong learning* (Vol. 6). Springer Science & Business Media.

Kasworm, C. E., Rose, A. D., & Ross-Gordon, J. M. (Eds.). (2010). *Handbook of adult and continuing education*. Sage.

Mezirow, J. (2000). Learning as Transformation: Critical Perspectives on a Theory in Progress. The Jossey-Bass Higher and Adult Education Series. Jossey-Bass Publishers, 350 Sansome Way, San Francisco, CA 94104.

Jarvis, P. (Ed.). (2009). *The Routledge international handbook of lifelong learning*. Routledge.

Mezirow, J. (1991). *Transformative dimensions of adult learning*. Jossey-Bass, 350 Sansome Street, San Francisco, CA 94104-1310.

Kokkos, A. (2010). Transformative learning through aesthetic experience: Towards a comprehensive method. *Journal of Transformative Education*, 8(3), 155-177.

ergidis, D., & Karalis, T. (2004). Typologies and Strategies in Adult Education. *Adult Education*, 2, 11-16.

A11 04 Y Artificial Intelligence and Distance Learning in Modern Schools (A.I. & e-Learning)**GENERAL**

SCHOOL	Education Sciences		
DEPARTMENT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	A11 04	SEMESTER	5
COURSE TITLE	Artificial Intelligence and Distance Learning in Modern Schools (A.I. & e-Learning)		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
COURSE TYPE	Background (Compulsory)		
PREREQUISITES COURSES:	–		
LANGUAGE OF INSTRUCTION and EXAMINATION LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignment in English and personal study)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/index.php?categoryid=17		

LEARNING OUTCOMES

Learning Outcomes
- The aim of the course is to develop knowledge and skills so that students are able to design, organise, and evaluate distance learning programmes in a school setting, making pedagogical use of artificial intelligence applications. The course focuses on the concepts of creativity, collaborative exploration and knowledge building, and critical thinking. - Specifically, upon successful completion of the course, students will be able to: - Recognise basic concepts in the scientific field of distance learning in the school context - Understand and analyse approaches to the pedagogical use of ICT, particularly Artificial Intelligence applications in education - Interpret the characteristics of educational systems by pedagogically utilising artificial intelligence applications - Recognise the key characteristics of the era of Artificial Intelligence, with an emphasis on the need to encourage creativity and critical thinking among students and teachers in modern schools - Identify, study and analyse good practices of artificial intelligence applications in education from Greece and abroad - Design, organise and evaluate distance learning programmes, making pedagogical use of artificial intelligence applications.

General Skills	
•	Promotion of free and inductive thinking
•	Decision-making in heterogeneous collaborative environments
•	Encouraging creativity and critical thinking
•	Independent work
•	Respect for diversity
•	Exercise of criticism and self-criticism
•	Adapting to new situations

COURSE CONTENT

1.	Introduction to Distance Learning: Pedagogical Framework
2.	Fundamental pedagogical approaches to the use of Artificial Intelligence applications in education
3.	The basic characteristics of Artificial Intelligence applications in education
4.	Introduction to the concept of creativity and critical thinking in the age of Artificial Intelligence
5.	Good practices in the pedagogical use of Artificial Intelligence applications in education in Greece and internationally.
6.	Methodology for designing distance learning environments in schools through the pedagogical use of Artificial Intelligence applications.

TEACHING and LEARNING METHODS – ASSESSMENT

DELIVERY METHOD	In the classroom (face-to-face teaching)		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching - Pedagogical Use of Artificial Intelligence Applications. (ChatGPT, CoPilot, Gemini, etc.) - Utilisation of online collaborative applications (Kahoot etc) - Use of digital storytelling environments (Book Creator, etc.) - Full utilisation of social media (Facebook, Instagram, etc.)		
TEACHING ORGANISATION	Activity	Semester Workload	ECTS credits
	Lectures	3 x 13= 39	1.56
	Independent study	36	1.64
	Group work	25	1.44
	Total course	10	4

RECOMMENDED BIBLIOGRAPHY

Greek

- Anastasiadis, P. & Kotsidis, K. (Eds.). (2025). Human-centred Artificial Intelligence in Education. Transforming the way we learn and teach. Teaching Scenarios. Primary Education: Language. University of Crete Press | P.T.D.E. | E.D.I.B.E.A. ISBN: 978-960-86978-6-7. <https://service.eudoxus.gr/search/#a/id:139076600/0>
- Anastasiadis, P. & Kotsidis, K. (Eds.). (2025). Human-centred Artificial Intelligence in Education. Transforming the way we learn and teach. Teaching Scenarios. Primary Education: Mathematics - Natural Sciences - Geography - ICT. University of Crete Publications | P.T.D.E. | E.D.I.B.E.A. ISBN: ISBN : 978-960-86978-8-1. <https://service.eudoxus.gr/search/#a/id:139076641/0>
- Anastasiadis, P. & Kotsidis, K. (Eds.). (2025). Human-Centred Artificial Intelligence in Education. Transforming the way we learn and teach. Teaching Scenarios. Primary Education: History - Social and Political Education - Religious Education. University of Crete Press | P.T.D.E. | E.D.I.B.E.A. ISBN: 978-618-87604-0-0. <https://service.eudoxus.gr/search/#a/id:139076686/0>
- Anastasiadis, P. & Kotsidis, K. (Eds.). (2025). Human-centred Artificial Intelligence in Education. Transforming the way we learn and teach. Teaching Scenarios. Primary Education: Foreign Languages - Physical Education - Visual Arts - Music. University of Crete Publications | P.T.D.E. | E.D.I.B.E.A. ISBN: 978-960-86978-7-4. <https://..gr/search/#a:139076715/0>
- Anastasiadis, P. & Kotsidis, K. (Eds.). (2025). Human-centred Artificial Intelligence in Education. Transforming the way we learn and teach. Teaching Scenarios. Primary Education: Skills Workshops - Educational Groups - Interdisciplinary Scenarios. University of Crete Publications | P.T.D.E. | E.D.I.B.E.A. ISBN: 978-960-86978-9-8. <https://..gr/search/#a:139076740/0>
- Anastasiadis, P. S., & Kotsidis, K. M. (2017). Pedagogical Design and Implementation of a Distance Learning Programme for Teachers: The Use of Web 2.0 in the Modern School, with an emphasis on collaboration and creativity. *International Conference on Open & Distance Education*, 9(1A), 116-137.
- P. Anastasiadis (2016). Distance Training of Teachers using Advanced Internet Learning Technologies [e-Learning]: From Theory to Practice
- Anastasiadis, P. (2014). ICT and Collaborative Creativity in the Modern School. In Anastasiadis, P., Zaranis, N., Oikonomidis, V., & Kalogiannakis, M. (Eds.), Proceedings of the 9th Panhellenic Conference with International Participation "Information & Communication Technologies in Education", University of Crete, Rethymno, 3-5 October 2014.
- Anastasiadis, P. (2016). "Major Teacher Training Programme": Basic Principles of Design and Implementation. *International Conference on Open & Distance Education*, 6(1A).
- Lionarakis, A. (2006). The theory of distance education and the complexity of its multifaceted dimension. In A. Lionarakis, ed., *Open and Distance Education: Theory and Practice*. Athens: Propompos.

Foreign language

- Kotsidis K., Chionas G. & Anastasiades P. (2026). Exploring Greek Upper Primary School Students' Perceptions of Artificial Intelligence: A Qualitative Study Across Cognitive, Emotional, Behavioural, and Ethical Dimensions. *Computers* 15(1), 1 - 15. <https://doi.org/10.3390/computers15010014>
- Kotsidis, K. & Anastasiades, P. (2025). Empowering Teachers through Human-Centred Artificial Intelligence: Evaluating a Distance Training Programme in Education. *AI Enhanced Learning*, 1(2), 327 - 343. <https://doi.org/10.70725/976906blfywu>
- Katsenou, R., Kotsidis, K., Papadopoulou, A., Anastasiadis, P., & Deliyannis, I. (2025). Beyond Assistance: Embracing AI as a Collaborative Co-Agent in Education. *Education Sciences*, 15(8), 1006. <https://doi.org/10.3390/educsci15081006>

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- Kamarianaki, M., Kotsidis, K. & Anastasiades, A. (2024). Distance Education for the History unit of the 3rd Grade of the Elementary School "Theseus", *Journal of Modern Education Review (JMER)* 14(5).305 – 319 <http://www.academicstar.us/UploadFile/Picture/2025-2/202522213210669.pdf>
- Anastasiades, A., Kotsidis, K., Stratikopoulos, K. and Pananakakis, N. (2024). Human – Centred Artificial Intelligence in Education. The critical role of the educational community and the necessity of building a holistic pedagogical framework for the use of HCAI in education sector, *Open Education - The Journal for Open and Distance Education and Educational Technology* 20(1), 29 – 51. <https://doi.org/10.12681/jode.36612>
- Anastasiades, A., Kotsidis, K., Synnefakis, C. and Spanoudaki, A. (2023). Micro eLearning Open Seminars on "School Based Distance Education" to Support K12 Teachers during the COVID-19 Pandemic of 2020, *SCIREA Journal of Education*. 8(5), 219 - 234 . <https://doi.org/10.54647/education880457>
- Kotsidis, K., Anastasiades, A., Synnefakis, C. and Spanoudaki, A. (2023). Distance Teacher Training in Periods of Emergency (Covid-19 Pandemic). *International Journal of Educational Development in Africa* <https://doi.org/10.25159/2312-3540/10117>
- Kotsidis, K. & Anastasiades, P. S. (2023). The Social E-Learning environment: Integrating Learning Social Network use in Online professional development for K-12 teachers. *International Journal on E-Learning (IJEL)*, 22(1), 23 – 42. <https://www.learntechlib.org/primary/p/218489/>
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A12 Open and Distance Education

A12 01 Introduction to Open and Distance Learning

GENERAL

SCHOOL	of Education		
DEPARTMENT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	A12 01	SEMESTER	7
COURSE TITLE	Introduction to Open and Distance Learning		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3 (x 7)	5
Presentations of student work		3 (x 6)	
TYPE OF COURSE	Scientific Area		
PREREQUISITES COURSES:	A11 04		
LANGUAGE OF INSTRUCTION and EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS	YES (with assignment in English and personal study)		
COURSE WEBSITE (URL)	—		

LEARNING OUTCOMES

Learning Outcomes
The course aims to familiarise students with the concept of Open and Distance Learning. The ideal of Open Education is defined, the relationship between open and distance education and educational and social institutions is explored, and important issues related to methodology and the organisation of studies are analysed. • Specifically, upon successful completion of the course, students will be able to: - recognise the theoretical philosophical framework of open education - distinguish the relationships between open and distance learning and educational and social institutions - recognise the theoretical philosophical framework of distance learning - become familiar with good practices from Greece and abroad -analyse the central methodological issues of AEXAE
General Competencies
• Promotion of free and inductive thinking

- Decision-making in heterogeneous collaborative environments
- Encouraging creativity and critical thinking
- Working independently
- Respect for diversity
- Exercising criticism and self-criticism
- Adapting to new situations

COURSE CONTENT

1. Open Education: Theoretical Philosophical Framework
2. Distance Education: Methodological Framework/Levels of Distinction
3. Relationships between open and distance education and educational and social institutions
4. 3. Good practices in ODL from Greece and abroad

TEACHING and LEARNING METHODS – ASSESSMENT

DELIVERY METHOD	In the classroom (face-to-face teaching)		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching • Use of online collaborative applications (Kahoot etc) • Use of virtual reality applications • Use of augmented reality applications • Full utilisation of social media (Facebook, Instagram, etc.) • PowerPoint presentations and interactive videos		
TEACHING ORGANISATION	Activity	Semester Workload	ECTS Credits
	Lectures	3 x 13= 39	1.56
	Independent study	46	1.84
	Group work	40	1.60
	Total course	125	5
STUDENT ASSESSMENT	Assessment is based on 1. their participation in the course (30%) 2. the quality of their work and their presentation to an audience (70%)		

RECOMMENDED READING

reek

Anastasiadis, P. (2014). Research on e-learning using ICT in the Greek Formal Education System. Review and prospects for Primary, Secondary and Tertiary Education. *Open Education: the journal for Open and Distance Education and Educational Technology*, 10(1), 5-32.

Anastasiadis, P. (2006). Internet Learning Environments and Distance Education. In Lionarakis, A., (Ed.), *Open and Distance Education – Theory and Practice*. Athens: Propompos.

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Foreign Language

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Holmberg, K., & Huvila, I. (2008). Learning together apart: Distance education in a virtual world. *First Monday*, 13(10).

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Moore, M. G. (1973). Toward a theory of independent learning and teaching. *The Journal of Higher Education*, 44(9), 661-679.

Paulsen, M. F., Nipper, S., & Holmberg, C. (2003). Online education: Learning management systems: Global e-learning in a Scandinavian perspective.

Simonson, M., Smaldino, S., & Zvacek, S. M. (Eds.). (2014). *Teaching and learning at a distance: Foundations of distance education*. IAP.

A12 04 Distance Education: Designing Educational Material using ICT

GENERAL

SCHOOL	of Education		
DEPARTMENT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	A12 04	SEMESTER	5
COURSE TITLE	Distance Learning: Designing Educational Material using ICT		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3 (x 7)	5
Student presentations		3 (x 6)	
TYPE OF COURSE	Scientific Area		
PREREQUISITES COURSES:	A11 04		
LANGUAGE OF INSTRUCTION and EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS	YES (with assignment in English and personal study)		
COURSE WEBSITE (URL)	—		

LEARNING OUTCOMES

Learning Outcomes
The course aims to familiarise students with topics related to the design of educational material using the ExAE method and ICT. Upon completion of the seminar, students are expected to: — recognise the theoretical framework for designing educational material using the ExAE method — distinguish the most important models for designing educational material using the ExAE method — be familiar with good practices from Greece and abroad — design educational material using the ExAE method with the use of ICT
General Skills
• Promotion of free and inductive thinking • Decision-making in heterogeneous collaborative environments • Encouraging creativity and critical thinking • Independent work • Respect for diversity

- Exercise of criticism and self-criticism
- Adapting to new situations

COURSE CONTENT

1. Theoretical framework for designing educational material using the ExAE method
2. The most important models for designing educational material using the ExAE method
3. with good practices from Greece and abroad
4. Utilisation of applications - design of educational material using the ExAE method, with the use of ICT

TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY METHOD	In the classroom (face-to-face teaching)		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching • Use of online collaborative applications (Kahoot, etc.) • Use of virtual reality applications • Use of augmented reality applications • Full utilisation of social media (Facebook, Instagram, etc.) • PowerPoint presentations and interactive videos		
TEACHING ORGANISATION	Activity	Semester Workload	ECTS Credits
	Lectures	3 x 13= 39	1.56
	Independent study	46	1.84
	Group work	40	1.60
	Total course	125	5
STUDENT ASSESSMENT	Assessment is based on 1. their participation in the course (30%) 2. the quality of their work and their presentation to an audience (70%)		

RECOMMENDED READING

Greek

Anastasiadis, P. (2014). Research on ODL using ICT (e-learning) in the Greek Formal Education System. Review and prospects for Primary, Secondary and Tertiary Education. *Open Education: the journal for Open and Distance Education and Educational Technology*, 10(1), 5-32.

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Foreign language

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Downes, S. (2001). Learning objects: resources for distance education worldwide. *The International Review of Research in Open and Distributed Learning*, 2(1).

A12 05 Distance learning in schools using artificial intelligence applications: From theory to practice

GENERAL

SCHOOL	of Education		
DEPARTMENT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	A12 05	SEMESTER	5
COURSE TITLE	<i>Distance Learning Using Artificial Intelligence Applications: From Theory to Practice</i>		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3 (x 7 weeks)	5
Student presentations		3 (x 6 weeks)	
TYPE OF COURSE	Scientific Area		
PREREQUISITES COURSES	A11 04		
LANGUAGE OF INSTRUCTION and EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS	YES (with assignment in English and personal study)		
COURSE WEBSITE (URL)	—		

LEARNING OUTCOMES

Learning Outcomes
The course aims to introduce students to basic theoretical issues of distance learning with the Pedagogical Use of Artificial Intelligence Applications. It should be noted that as part of the course, students will participate as critical friends in four educational teleconferences within the framework of the research programme "ODYSSEAS". ➤ Specifically, upon successful completion of the course, students will be able to: — - recognise the basic characteristics of distance learning recognise the basic characteristics of ICT applications in school distance learning — - familiarise themselves with the pedagogical use of artificial intelligence applications. In authentic learning contexts participate as critical friends in the design of distance learning programmes for schools ☑ distinguish the stages and phases of pedagogical design of distance learning environments with the Pedagogical Use of Artificial Intelligence Applications.

General Competencies	
•	Promoting free and inductive thinking
•	Decision-making in heterogeneous collaborative environments
•	Encouraging creativity and critical thinking
•	Independent work
•	Respect for diversity
•	Exercising criticism and self-criticism
•	Adapting to new situations
•	Learning in authentic environments

COURSE CONTENT

1. Key features/theories of distance learning
2. Key features of ICT in distance learning Augmented reality in education
3. Good practices from Greece and abroad: ODYSSEAS programme
4. Methodology of participatory observation and recording of pedagogical design
5. Learning digital storytelling tools

TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY METHOD	In the classroom (face-to-face teaching) Visits to schools, school visits to the University		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching • Pedagogical use of artificial intelligence applications. (ChatGPT, CoPilot, Gemini, etc.) • Use of online collaborative applications (Kahoot etc) • Use of digital storytelling environments (Book Creator, etc.) • Full utilisation of social media (Facebook, Instagram, etc.) • PowerPoint presentations and interactive videos		
TEACHING ORGANISATION	Activity	Semester Workload	ECTS Credits
	Lectures	3 x 13= 39	1.56
	Independent study	46	1.84
	Group work	40	1.60
	Total course	125	5
STUDENT ASSESSMENT	Assessment is based on 1. their participation in the course (30%) 2. the quality of their work and their presentation to an audience (70%)		

RECOMMENDED READING

Greek

Anastasiadis, P. "ODYSSEAS 2000-2015": Distance Learning using ICT in primary education. An assessment of the research contribution (2017). *Open Education*: 13(1), 88-128.

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Foreign language

Anastasiades, A., Kotsidis, K., Stratikopoulos, K. and Pananakakis, N. (2024). Human-Centred Artificial Intelligence in Education. The critical role of the educational community and the necessity of building a holistic pedagogical framework for the use of HCAI in education sector, *Open Education - The Journal for Open and Distance Education and Educational Technology* 20(1), 29 – 51. <https://doi.org/10.12681/jode.36612>

Kotsidis, K., Chionas, G., & Anastasiades, P. (2026). Exploring Greek Upper Primary School Students' Perceptions of Artificial Intelligence: A Qualitative Study Across Cognitive, Emotional, Behavioural, and Ethical Dimensions. *Computers*, 15(1), 14.

Anastasiades P. (2016). ICT and Collaborative Creativity in Modern School towards Knowledge Society. In Anastasiades P, Zaranis N (Editors). *Research on e-Learning and ICT in Education*. Springer

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A14 Teacher Training

A14 01 The Teaching Profession in the 21st Century: Theory and Research

GENERAL

SCHOOL	Faculty of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate – Level 6 (European Qualifications Framework)		
COURSE CODE	A14 01	SEMESTER	1ST – 8th
COURSE TITLE	<i>The Teaching Profession in the 21st Century: Theory and Research</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and guided study (credits awarded for the whole course)		3	6 ECTS
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background / Specialized general knowledge		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	www.edc.uoc.gr		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> Upon successful completion of the course, students are expected to: • Understand the role of the teacher in the 21st century.

- Become familiar with the teaching profession through a historical-comparative and political-sociological perspective.
- Develop a broader critical reflection on the teaching profession.
- Identify the specific characteristics and significance of ongoing institutional reforms related to teacher professionalism.
- Examine teachers' perceptions of their profession and the value attributed to it by society.
- **develop reflective and critical thinking**, demonstrating awareness of the social, ethical and professional dimensions of education and the role of the teacher in contemporary society.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

In today's era of rapid scientific advancement and successive socio-economic changes, the role of the teacher is evolving, becoming multidimensional and increasingly demanding in terms of the scientific and pedagogical expertise required.

The outdated model of the omniscient teacher endowed with innate pedagogical talent is no longer considered adequate, as contemporary scientific discourse emphasizes the teacher as a **reflective professional**.

The aim of this course is to explore and critically discuss the teaching profession within a historical-comparative and political-sociological framework, fostering a broader and deeper understanding of this profession.

SYLLABUS

- ☐ Content overview – key concepts
- ☐ History of the teaching profession
- ☐ Teacher trade unionism
- ☐ From Pedagogical Academies to Departments of Primary Education
- ☐ Issues of initial education and in-service training of teachers
- ☐ Greek teachers: contemporary research
 - Teachers and equality of educational opportunities
- ☐ European teachers: contemporary research
 - Relationships with parents, colleagues, and students
 - The teaching profession today
- ☐ Educational policy and teachers
- ☐ The teaching profession in Finland in relation to PISA
- ☐ The role of the teacher in the contemporary school

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching with elements of blended learning	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of digital presentations, e-class platform, academic databases and electronic communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39hours
	Study of Bibliography	60 hours
	Written assignments	45 hours
	Exam preparation	36 hours
	Course total	180 hours (6 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	• 1st option: Final written examination (60%), Written assignment / essay (40%) • 2nd option: Final written examination (100%) • 3rd option: Written seminar-level thesis Evaluation criteria are clearly defined and communicated to students through the course syllabus and the e-class platform. Language of evaluation: English.	

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A14 06 Schools of the World – Teachers of the World: Creative Approaches and Innovative Alternative Practices

GENERAL

SCHOOL	Faculty of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate – Level 6 (European Qualifications Framework)		
COURSE CODE	A14 06	SEMESTER	1ST – 8th
COURSE TITLE	<i>Schools of the World – Teachers of the World: Creative Approaches and Innovative Alternative Practices</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and guided study (credits awarded for the whole course)		3	6 ECTS
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background / Specialized general knowledge		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English / Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDE133/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
Upon successful completion of the course, students will be able to: Knowledge 1. Describe and explain key theoretical approaches and pedagogical principles underlying alternative and innovative schools worldwide.

2. **Understand and interpret** the structure and functioning of representative educational systems and school models in different socio-cultural contexts.

Skills

3. **Analyse and compare** international educational practices and innovative teaching approaches using frameworks from comparative and international education.
4. **Identify and critically evaluate** good teaching practices with reference to inclusion, creativity, learner-centred pedagogy, and sustainability.
5. **Synthesize international and national examples** in order to assess the feasibility and adaptability of alternative educational practices in specific educational settings.

Competences

6. **Develop critical and reflective judgement** regarding the role of teachers as agents of pedagogical innovation and educational change.
7. **Communicate pedagogical analyses and proposals effectively**, orally and in writing, using appropriate academic and professional language.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Upon successful completion of the course, students will have developed the ability to:

1. **Apply theoretical knowledge** from the fields of comparative and international education to real and diverse educational contexts.
2. **Analyse and interpret complex educational phenomena**, taking into account social, cultural, institutional, and policy-related dimensions.
3. **Exercise critical and reflective thinking** in relation to pedagogical practices, educational innovations, and the professional role of teachers.
4. **Make informed and evidence-based judgements** regarding the selection, adaptation, and implementation of alternative educational practices.
5. **Demonstrate intercultural awareness and respect for diversity**, recognising the influence of socio-cultural contexts on educational systems and practices.
6. **Communicate effectively and professionally**, both orally and in writing, using appropriate academic terminology in the field of education.
7. **Work autonomously and responsibly**, showing professional commitment and ethical awareness in educational decision-making.

SYLLABUS

☐ The course examines alternative and innovative school models and explores contemporary innovations in pedagogical theory and educational practice within an international and comparative framework. It systematically analyses selected **Schools of the World** as case

studies, focusing on their pedagogical principles, organisational structures, and educational outcomes.

Particular emphasis is placed on the role of **Teachers of the World** as key actors in the design and implementation of innovative and alternative educational practices. The course investigates how teachers' professional knowledge, pedagogical decision-making, and reflective practice contribute to educational innovation within diverse educational systems.

Drawing on both international examples and the Greek educational context, the course identifies and evaluates documented good practices relevant to teacher education. Students are supported in critically assessing the applicability, transferability, and limitations of alternative pedagogical approaches, with explicit consideration of institutional, cultural, and policy-related factors.

The course contributes to the development of professional competences required for future teachers, enabling them to design, adapt, and implement innovative educational programmes and alternative pedagogical approaches in a responsible, evidence-based, and context-sensitive manner.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching with elements of blended learning		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of digital presentations, e-class platform, academic databases and electronic communication with students		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload	
	Lectures	39hours	
	Study of Bibliography	60 hours	
	Written assignments	45 hours	
	Exam preparation	36 hours	
	Course total	180 hours (6 ECTS)	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	1st option: Final written examination (60%), Written assignment / essay (40%) 2nd option: Final written examination (100%) 3rd option: Written seminar-level thesis Evaluation criteria are clearly defined and communicated to students through the course syllabus and the e-class platform. Language of evaluation: English.		

ATTACHED BIBLIOGRAPHY

- ☐ Karras, K. (2014). *Pedagogical Science Then and Now: History – Transitions – Challenges*. Athens: Gutenberg.
- ☐ Karras, K., & Wolhuter, C. C. (Eds.). (2018). *Systems of Education, Teacher Training and Professional Development in the Contemporary World*. Athens: G. Dardanos – K. Dardanos.
- ☐ Apple, M., Kazamias, A., Mitter, W., et al. (2018). *Crisis in Education*. Nicosia: HM Studies and Publishing Ltd.
- ☐ Karras, K. G., & Wolhuter, C. C. (Eds.). (2019). *International Handbook of Teacher Education Worldwide* (2nd ed., Vols. 1–3). Nicosia: HM Studies.
- ☐ Rodriguez, S. (2005). *A Model of Teacher Professional Development: The Partnership in the Primary Science Project*. New York: Nova Publishers.
- ☐ McMillan, J. H. (2007). *Classroom Assessment: Principles and Practices for Effective Standards-Based Instruction*. USA: Pearson Education.
- ☐ Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher*, 33(8), 3–15.

A15 ICT and Creativity in the Modern School

A15 03 Digital Games and Creativity in Education

GENERAL

SCHOOL	of Education		
DEPARTMENT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	A15 03	SEMESTER	5
COURSE TITLE	Digital Games and Creativity in Education		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3 (x 7 weeks)	5
Student presentations		3 (x 6 weeks)	
TYPE OF COURSE	Scientific Area		
PREREQUISITES COURSES:	A11 04		
LANGUAGE OF INSTRUCTION and EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS	YES (with assignment in English and personal study)		
COURSE WEBSITE (URL)	—		

LEARNING OUTCOMES

Learning Outcomes
The course offers basic knowledge and skills in the field of pedagogical use of digital games, with an emphasis on the creativity of students and teachers in modern schools. Upon completion of the seminar, students are expected to: — recognise the basic characteristics of Digital Games in education — distinguish between the different types of digital games in education — become familiar with good practices from Greece and abroad — utilise digital games in various teaching subjects
General Skills
• Promotion of free and inductive thinking • Decision-making in heterogeneous collaborative environments • Encouraging creativity and critical thinking • Working independently • Respect for diversity

- Exercise criticism and self-criticism
- Adapting to new situations

COURSE CONTENT

1. Basic characteristics of digital games
2. Key features of digital games in education
3. Good practices from Greece and abroad
4. Pedagogical Use of Digital Games in Education with an Emphasis on Encouraging Creativity in Students and Teachers

TEACHING and LEARNING METHODS – ASSESSMENT

DELIVERY METHOD	In the classroom (face-to-face teaching)		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching • Use of online collaborative applications (Kahoot, etc.) • Use of virtual reality applications • Use of augmented reality applications • Full utilisation of social media (Facebook, Instagram, etc.) • PowerPoint presentations and interactive videos		
TEACHING ORGANISATION	Activity	Semester Workload	ECTS Credits
	Lectures	3 x 13= 39	1.56
	Independent study	46	1.84
	Group work	40	1.60
	Total course	125	5
STUDENT ASSESSMENT	Assessment is based on 1. their participation in the course (30%) 2. the quality of their work and their presentation to an audience (70%)		

RECOMMENDED READING

Greek

Koutromanos, G., & Nikolopoulou, K. (2010). Investigation of the Use of Digital Games by Primary and Secondary School Students. *Science and Technology Issues in Education*, 3(2), 97-112.

Fokidis, E. (2017). Educational electronic games – Serious Games. Retrieved from *opensimserver.aegean.gr*:

http://opensimserver.aegean.gr/publications/2017_chapter_GR_Fokides.pdf

Anastasiadis, P. (2014). ICT and Collaborative Creativity in the Modern School. In Anastasiadis, P.,

Zaranis, N., Oikonomidis, V., & Kalogiannakis, M. (Eds.), Proceedings of the 9th Panhellenic Conference with International Participation "Information & Communication Technologies in Education", University of Crete, Rethymno, 3-5 October 2014.

Paraskevopoulos, I. (2004). Creative thinking at school and in the family. *Greek Letters*.

Foreign Language

Gee, J. P. (2003). What video games have to teach us about learning and literacy. *Computers in Entertainment (CIE)*, 1(1), 20-20.

Green, G., & Kaufman, J. C. (2015). *Video games and creativity*. Academic Press.

Brown, H. J. (2014). *Videogames and education*. Routledge.

Hayes, E. R., & Duncan, S. C. (2012). *Learning in Video Game Affinity Spaces. New Literacies and Digital Epistemologies. Volume 51*. Peter Lang New York. 29 Broadway 18th Floor, New York, NY 10006.

Pikhart, M., Habeb Al-Obaydi, L., & Klimova, B. (2024). Does digital learning stimulate creativity?. *Cogent Arts & Humanities*, 11(1), 2407103.

Rafner, J., Biskjær, M. M., Zana, B., Langsford, S., Bergenholtz, C., Rahimi, S., ... & Sherson, J. (2022). Digital games for creativity assessment: Strengths, weaknesses and opportunities. *Creativity Research Journal*, 34(1), 28-54.

Zadeja, I., & Bushati, J. (2022, December). Gamification and serious games methodologies in education. In *International Symposium on Graphic Engineering and Design* (pp. 599-605).

Ziaee, M., Rostamy-Malkhalifeh, M., & Allahviranloo, T. (2024). The Effect of Educational Games on Creativity: A systematic Review. *Iranian Journal of Educational Research*, 3(4), 21-32.

A15 05 Artificial Intelligence and Creativity in Education

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	A15 05	SEMESTER	7
COURSE TITLE	<i>Artificial Intelligence and Creativity in Education</i>		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS		CREDITS
Lectures	3 (x 7 weeks)		5
Student presentations	3 (x 6 weeks)		
TYPE OF COURSE	Scientific Area		
PREREQUISITES COURSES:	A11 04		
LANGUAGE OF INSTRUCTION and EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS	YES (with assignment in English and personal study)		
COURSE WEBSITE (URL)	—		

LEARNING OUTCOMES

Learning Outcomes
The course offers basic knowledge and skills in the field of pedagogical utilisation of modern artificial intelligence applications in education, with an emphasis on the creativity of students and teachers. ➤ Specifically, upon successful completion of the course, students will be able to: – recognise the basic characteristics of modern artificial intelligence applications in education – distinguish between the different types of modern artificial intelligence in education – familiarise themselves with good practices from Greece and abroad – put modern artificial intelligence applications in education into practice in various teaching subjects/interdisciplinary approaches with an emphasis on creativity
General Competences
• Promoting free and inductive thinking • Decision-making in heterogeneous collaborative environments • Encouraging creativity and critical thinking • Independent work • Respect for diversity

- Exercising criticism and self-criticism
- Adapting to new situations

COURSE CONTENT

1. Key features of modern artificial intelligence applications
2. Key features of modern artificial intelligence applications with an emphasis on creativity in education
3. Good practices from Greece and abroad
4. Pedagogical use of modern artificial intelligence applications in education, with an emphasis on encouraging creativity in students and teachers

TEACHING and LEARNING METHODS – ASSESSMENT

DELIVERY METHOD	In the classroom (face-to-face teaching)		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching • Pedagogical Use of Artificial Intelligence Applications. (ChatGPT, CoPilot, Gemini, etc.) • Use of online collaborative applications (Kahoot etc) • Use of digital storytelling environments (Book Creator, etc.) • Full utilisation of social media • (Facebook, Instagram, etc.)		
TEACHING ORGANISATION	Activity	Semester Workload	ECTS credits
	Lectures	3 x 13= 39	1.56
	Independent study	46	1.84
	Group work	40	1.60
	Total course	125	5
STUDENT ASSESSMENT	Assessment is based on 1. their participation in the course (30%) 2. the quality of their work and their presentation to an audience (70%)		

RECOMMENDED READING

Greek

Moridis, C. N. (2011). *Emotional artificial intelligence in education: emotion recognition and emotional feedback in the system electronic self-assessment system* (Doctoral dissertation, University of Macedonia for Economic and Social Sciences).

Anastasiadis, P. (2014). ICT and Collaborative Creativity in the Modern School. In Anastasiadis, P.,

Zaranis, N., Oikonomidis, V., & Kalogiannakis, M. (Eds.), Proceedings of the 9th Panhellenic Conference with International Participation "Information & Communication Technologies in Education", University of Crete, Rethymno, 3-5 October 2014.

Paraskevopoulos, I. (2004). Creative thinking at school and in the family. *Greek Letters*.

Foreign Language

Ali Elfa, M. A., & Dawood, M. E. T. (2023). Using artificial intelligence for enhancing human creativity. *Journal of Art, Design and Music*, 2(2), 3. Wang, B., Liu, H., An, P., Li, Q., Li, K., Chen, L., ... & Gu, S. (2018). Artificial Intelligence and Education. In *Reconstructing Our Orders* (pp. 129-161). Springer, Singapore.

Chassignol, M., Khoroshavin, A., Klimova, A., & Bilyatdinova, A. (2018). Artificial Intelligence trends in education: a narrative overview. *Procedia Computer Science*, 136, 16-24.

Kose, U. (Ed.). (2014). *Artificial Intelligence applications in distance education*. IGI Global.

Marrone, R., Taddeo, V., & Hill, G. (2022). Creativity and artificial intelligence—A student perspective. *Journal of Intelligence*, 10(3), 65.

Tyner, K. (2014). *Literacy in a digital world: Teaching and learning in the age of information*. Routledge.

Vinchon, F., Lubart, T., Bartolotta, S., Gironnay, V., Botella, M., Bourgeois-Bougrine, S., ... & Gaggioli, A. (2023). Artificial intelligence & creativity: A manifesto for collaboration. *The Journal of Creative Behaviour*, 57(4), 472-484.

Zhou, E., & Lee, D. (2024). Generative artificial intelligence, human creativity, and art. *PNAS nexus*, 3(3), pgae052.

A15 06 Creativity: Virtual and augmented reality in education

GENERAL

SCHOOL	of Education		
DEPARTMENT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	A15 06	SEMESTER	5
COURSE TITLE	Creativity: Virtual and Augmented Reality in Education		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3 (x 7 weeks)	5
Student presentations		3 (x 6 weeks)	
TYPE OF COURSE	Scientific Area		
PREREQUISITES COURSES:	A11 04		
LANGUAGE OF INSTRUCTION and EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS	YES (with assignment in English and personal study)		
COURSE WEBSITE (URL)	—		

LEARNING OUTCOMES

Learning Outcomes
The course offers basic knowledge and skills in the field of teaching the use of modern augmented and virtual reality applications in education, so that future teachers are able to use these applications in the classroom. ➤ Specifically, upon successful completion of the course, students will be able to: – recognise the basic characteristics of virtual reality applications in education – recognise the basic characteristics of augmented reality applications in education – distinguish the differences between the basic characteristics of virtual and augmented reality applications in education – become familiar with Good practices from Greece and abroad – put these new applications into practice in various teaching subjects.

General Competences

- Promotion of free and inductive thinking
- Decision-making in heterogeneous collaborative environments
- Encouraging creativity and critical thinking
- Working independently
- Respect for diversity
- Exercising criticism and self-criticism
- Adapting to new situations

COURSE CONTENT

Thematic Units

1. Key features of virtual reality applications in education
2. Key features of augmented reality applications in education
3. Best practices from Greece and abroad
4. Methodology for the design and practical application of virtual and augmented reality technologies in the classroom for various teaching subjects with emphasis on a cross-curricular approach and encouraging creativity

TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY METHOD	In the classroom (face-to-face teaching)			
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching • Use of online collaborative applications (Kahoot etc) • Use of virtual reality applications • Use of augmented reality applications • Full utilisation of social media (Facebook, Instagram, etc.) • PowerPoint presentations and interactive videos			
TEACHING ORGANISATION	Activity	Semester Workload	ECTS Credits	
	Lectures	3 x 13 = 39	1.56	
	Independent study	46	1.84	
	Group work	40	1.60	
	Total course	125	5	
STUDENT ASSESSMENT	Assessment is based on 1. their participation in the course (30%) 2. the quality of their work and their presentation to an audience (70%)			

RECOMMENDED READING

Greek

Anastasiadis, P. S. & Kotsidis, K. M. (2017). Pedagogical Design and Implementation of a Distance Learning Programme for Teachers: The Use of Web 2.0 in the Modern School" with an emphasis on collaboration and creativity. *International Conference on Open & Distance Education*, 9(1A), 116-137.

Anastasiadis, P. (2014). ICT and Collaborative Creativity in the Modern School. In Anastasiadis, P., Zaranis, N., Oikonomidis, V., & Kalogiannakis, M. (Eds.), Proceedings of the 9th Panhellenic Conference with International Participation "Information & Communication Technologies in Education", University of Crete, Rethymno, 3-5 October 2014.

Paraskevopoulos, I. (2004). Creative thinking at school and in the family. *Greek Letters*.

Foreign Language

Arena, F., Collotta, M., Pau, G., & Termine, F. (2022). An overview of augmented reality. *Computers*, 11(2), 28.

Craft, A. (2010). *Creativity and Education Futures: Learning in a Digital Age*. Trentham Books Ltd. Westview House 734 London Road, Oakhill, Stoke-on-Trent, Staffordshire, ST4 5NP, UK.

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Kamińska, D., Zwoliński, G., Laska-Leśniewicz, A., Raposo, R., Vairinhos, M., Pereira, E., ... & Anbarjafari, G. (2023). Augmented reality: Current and new trends in education. *Electronics*, 12(16), 3531.

Lampropoulos, G., Keramopoulos, E., Diamantaras, K., & Evangelidis, G. (2022). Augmented reality and gamification in education: A systematic literature review of research, applications, and empirical studies. *Applied sciences*, 12(13), 6809.

Robinson, K., & Aronica, L. (2015). *Creative schools: Revolutionising education from the ground up*. Penguin UK.

Treffinger, D. J., Schoonover, P. F., & Selby, E. C. (2012). *Educating for Creativity and Innovation*. Prufrock Press Inc. PO Box 8813, Waco, TX 76714.

Zhang, J., Li, G., Huang, Q., Feng, Q., & Luo, H. (2022). Augmented reality in K–12 education: A systematic review and meta-analysis of the literature from 2000 to 2020. *Sustainability*, 14(15), 9725.

A15 07 Creativity: Contemporary Digital Storytelling Environments using Artificial Intelligence (AI & Digital Storytelling) Applications

GENERAL

SCHOOL	of Education		
DEPARTMENT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	A15 07	SEMESTER	5
COURSE TITLE	Creativity: Contemporary Digital Storytelling Environments using Artificial Intelligence Applications (A.I. & Digital Storytelling)		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3 (x 7 weeks)	5
Student presentations		3 (x 6 weeks)	
TYPE OF COURSE	Scientific Area		
PREREQUISITES COURSES	A11 04		
LANGUAGE OF INSTRUCTION and EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS	YES (with assignment in English and personal study)		
ELECTRONIC COURSE PAGE (URL)	—		

LEARNING OUTCOMES

Learning Outcomes
The course offers basic knowledge and skills in the field of pedagogical utilisation of modern Digital Storytelling Environments through the use of Artificial Intelligence applications, with an emphasis on the creativity of students and teachers in modern schools. Upon completion of the seminar, students are expected to: – recognise the basic characteristics of modern Digital Storytelling Environments – distinguish between the different types of modern Digital Storytelling Environments – become familiar with good practices from Greece and abroad – put modern Digital Storytelling Environments to practical use in various teaching subjects/interdisciplinary approaches with an emphasis on creativity
General Skills
• Promotion of free and inductive thinking • Decision-making in heterogeneous collaborative environments • Encouraging creativity and critical thinking

- Independent work
- Respect for diversity
- Exercising criticism and self-criticism
- Adapting to new situations

COURSE CONTENT

Thematic Units

1. Key features of modern Digital Storytelling environments using ICT
2. Key features of modern Digital Storytelling environments with an emphasis on creativity in education
3. Good practices from Greece and abroad
4. Pedagogical Use of Modern Digital Storytelling Environments with the Use of ICT (Digital Storytelling) Emphasis on encouraging the creativity of students and teachers
5. Design of supportive educational material

TEACHING and LEARNING METHODS – ASSESSMENT

DELIVERY METHOD	In the classroom (face-to-face teaching)		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching • Pedagogical use of artificial intelligence applications. (ChatGPT, CoPilot, Gemini, etc.) • Use of online collaborative applications (Kahoot etc) • Use of digital storytelling environments (Book Creator, etc.) • Full utilisation of social media • (Facebook, Instagram, etc.		
TEACHING ORGANISATION	Activity	Semester Workload	ECTS Credits
	Lectures	3 x 13= 39	1.56
	Independent study	46	1.84
	Group work	40	1.60
	Total course	125	5
STUDENT ASSESSMENT	Assessment is based on 1. their participation in the course (30%) 2. the quality of their work and their presentation to an audience (70%)		

RECOMMENDED READING

Greek

Meliadou, E., Nakou, A., Gkouskos, D., & Meimaris, M. (2016). Digital storytelling, learning and education. *International Conference on Open & Distance Education*, 6(1A).

Salapasidou, E. (2017). *DIGITAL NARRATIVE: BIBLIOGRAPHIC REVIEW AND SOFTWARE EVALUATION* (Doctoral dissertation, University of Western Macedonia. Department of Early Childhood Education).

KARAMITOPOULOS, T. (2019). Digital storytelling and teaching practice: a review of the literature. *Panhellenic Conference on Educational Sciences*, 1, 327-338.

Anastasiadis, P. (2014). ICT and Collaborative Creativity in the Modern School. In Anastasiadis, P., Zaranis, N., Oikonomidis, V., & Kalogiannakis, M. (Eds.), Proceedings of the 9th Panhellenic Conference with International Participation "Information & Communication Technologies in Education", University of Crete, Rethymno, 3-5 October 2014.

Paraskevopoulos, I. (2004). Creative thinking at school and in the family. *Greek Letters*.

Foreign Language

Wang, S., & Zhan, H. (2010). Enhancing teaching and learning with digital storytelling. *International Journal of Information and Communication Technology Education (IJICTE)*, 6(2), 76-87.

Tyner, K. (2014). *Literacy in a digital world: Teaching and learning in the age of information*. Routledge.

Quah, C. Y., & Ng, K. H. (2022). A systematic literature review on digital storytelling authoring tools in education: January 2010 to January 2020. *International Journal of Human-Computer Interaction*, 38(9), 851-867.

Lambert, J. (2013). *Digital storytelling: Capturing lives, creating community*. Routledge.

Truong-White, H., & McLean, L. (2015). Digital storytelling for transformative global citizenship education. *Canadian Journal of Education*, 38(2), n2.

Sarıca, H. Ç. (2023). Emotions and digital storytelling in the educational context: A systematic review. *Review of Education*, 11(3), e3430.

A15 08 Creativity and issues of safety and addiction on the internet

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	A15 08	SEMESTER	5
COURSE TITLE	Creativity and issues of safety and addiction on the internet		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3 (x 7 weeks)	5
Student presentations		3 (x 6 weeks)	
TYPE OF COURSE	Scientific Area		
PREREQUISITES COURSES	A11 04		
LANGUAGE OF INSTRUCTION and EXAMINATIO LANGUAGE:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignment in English and personal study)		
COURSE WEBSITE (URL)	—		

LEARNING OUTCOMES

Learning Outcomes
The course provides basic knowledge on issues of internet safety and addiction, focusing on encouraging students' creativity. Upon completion of the seminar, students are expected to: – recognise the basic risks of using the internet – formulate the basic rules for safe internet use – select and utilise applications to address these risks – become familiar with good practices from Greece and abroad – design supportive educational material
General Competencies
• Promoting free and inductive thinking • Decision-making in heterogeneous collaborative environments • Encouraging creativity and critical thinking • Working independently • Respect for diversity • Exercising criticism and self-criticism • Adapting to new situations

COURSE CONTENT

Thematic Units
1. Risks associated with Internet use: Delineation, classification, case studies
2. Basic rules for safe use of the Internet
3. Applications for dealing with online risks
4. best practices from Greece and abroad
5. Designing supportive educational material

TEACHING AND LEARNING METHODS – ASSESSMENT

DELIVERY METHOD	In the classroom (face-to-face teaching)		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching • Use of online collaborative applications (Kahoot, etc.) • Use of applications • Full use of social media (Facebook, Instagram, etc.) • PowerPoint presentations and interactive videos		
TEACHING ORGANISATION	Activity	Semester Workload	ECTS units
	Lectures	3 x 13 = 39	1.56
	Independent study	46	1.84
	Group work	40	1.60
	Total course	125	5
STUDENT ASSESSMENT	Assessment is based on 1. their participation in the course (30%) 2. the quality of their work and their presentation to an audience (70%)		

RECOMMENDED READING

Greek Siomos K. (2012) INTERNET ADDICTION, Athens PUBLISHING ORGANISATION LIVANI ABE Anastasiadis P., (2014). ICT and Collaborative Creativity in the Modern School. In Anastasiadis, P., Zaranis, N., Oikonomidis, V., & Kalogiannakis, M. (Eds.), Proceedings of the 9th Panhellenic Conference with International Participation "Information & Communication Technologies in Education", University of Crete, Rethymno, 3-5 October 2014. Paraskevopoulos, I. (2004). Creative thinking at school and at home. <i>Greek Letters</i>.

Foreign language

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SECTION B': EDUCATIONAL PSYCHOLOGY and RESEARCH METHODOLOGY

B01 General Psychology

B01 01 Y Introduction to Psychology

GENERAL

SCHOOL	EDUCATION		
ACADEMIC UNIT	DEPT. PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	B01 01 Y	SEMESTER	WINTER
COURSE TITLE	Introduction to Psychology		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	CUMPULSORY		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in English with assignment and self-study)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

The *Introduction to Psychology* course refers to the scientific study of behavior and mental processes that are subject to environmental influences. Within the framework of the course, we

will study and understand basic psychological concepts and present research data that support them.

We will cover the following topics: history of psychology, research methodology, biological basis of behavior, senses and perceptual processes, memory, language, thought, emotions and motivations, personality theories, stress and health. In this course, we will present the most interesting experiments in the science of psychology and discuss their implications for understanding the human mind and behavior. We will explore the brain and the cognitive processes it supports. We will examine human development—in terms of growth and aging—and discuss the ways in which the behavior of others affects our thinking and behavior.

By the end of the semester, you will understand and appreciate who you are and how you function. You will learn things that will change the way you think about yourself and others.

The *Introduction to Psychology* course is the basis for further study of other specialized psychology courses and the scientific training of future educators. The study and understanding of basic psychological processes is considered a prerequisite for achieving the teaching objectives of the curriculum.

Upon successful completion of the course, students will be able to:

- Understand basic concepts and terminology in the scientific field
- Read and understand a research study in the field of psychology
- Be familiar with the methods and processes of knowledge production in the scientific field of psychology, so that in subsequent semesters they can make use of research studies for their productive participation in the seminar courses of the study program and for the preparation of a thesis in the specific scientific area
- Be a critical reader of psychology literature
- Apply theory in practice using problem-solving and data analysis techniques
- Critically analyze information about human behavior and distinguish between conclusions supported by scientific findings and conclusions based on fiction

Upon completion of the course, students will be able to use psychological concepts to:

- Recognize the cultural and individual differences that underlie complex human behaviors and social interactions
- Knowledge and understanding of cultural diversity

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Searching, analyzing, and synthesizing data and information, using the necessary technologies.
- Independent Work
- Teamwork

- Adaptation to new situations
- Decision making
- Working in an interdisciplinary environment.
- Promotion of free, creative, and inductive thinking.
- Respect for diversity and multiculturalism

SYLLABUS

Week 1 Course presentation (topics and bibliography). Basic introductory concepts

Week 2 Historical overview of the development of psychology, cognitive subject and applications of psychological research findings in legislation, education, everyday life

Week 3 Schools of thought and branches of psychology

Week 4 Methods of investigating psychological phenomena and ethical issues

Week 5 Biological basis of behavior and mental processes

Week 6 Behaviorism movement: Behaviorists, Neo-behaviorists, effects on how individuals are treated, application in the classroom

Week 7 Cognitive processes: Attention, perception

Week 8 Cognitive processes: Memory

Week 9 Cognitive processes: Language and thought

Week 10 Motivation and emotions

Week 11 Theories of Personality Organization – Dysfunctional Situations and Behavior

Week 12 Stress and health

Week 13 Conclusions – summary

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In Lecture room (face to face)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching. • Screening of videotaped cases • Support for the learning process through the e-class electronic platform • Electronic communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	3 X 13 = 39
	Independent Study	61
	Course total	100

STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The assessment is conducted in Greek. The assessment includes Final Exams (100% of the final grade)

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β. Αγγλόφωνη

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B01 02 Brain, Learning Behaviour

GENERAL

SCHOOL	EDUCATION		
ACADEMIC UNIT	PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	B01 02	SEMESTER	SPRING
COURSE TITLE	Brain, Learning Behaviour		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SEMINAR		
PREREQUISITE COURSES:	RESEARCH METHODOLOGY		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in English with assignment and self-study)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes This seminar provides a scientific approach to the study of the biological basis of behavior and learning. Through the modules covered, students understand the biological basis of behavior and its interaction with the learning process. Contemporary research findings in the fields of Cognitive Psychology and Cognitive Neuroscience are presented, as well as their relevant applications in the fields of education, health, and technology. Specifically, students

understand:

- the development and maturation of the nervous system, especially the brain
- the dynamic relationship between the brain, behavior, and learning, as well as the specialized brain areas for different functions
- the simulation of cognitive processes with artificial neural networks
- gender differences in brain function
- emotional states and brain function
- cognitive disorders and brain function

This seminar is considered important in the context of the scientific training of future teachers. The study and understanding of the basic physiological and cognitive processes involved in the learning process is considered a prerequisite for achieving the objectives of the curriculum at all levels of education. At the end of the semester, students will have acquired basic knowledge of cognitive psychology, including research and theory, as well as an understanding of the complexity of cognitive processes, their application in various fields, and their own cognitive processes.

General Competences

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

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

Searching, analyzing, and synthesizing data and information, using the necessary technologies.

- Independent Work
- Teamwork
- Adaptation to new situations
- Decision making
- Working in an interdisciplinary environment.
- Promotion of free, creative, and inductive thinking.
- Respect for diversity and multiculturalism

SYLLABUS

In recent decades, there has been particular interest in understanding the brain. We will study the architecture of the nervous system, which, although complex, follows certain simple principles of operation, organization, and development. These principles govern the details of

the brain's anatomy. We will study and understand the organization of the cerebral cortex, which is vital for the production of complex processes that govern behavior. We will also deal with cognitive neuroscience, which studies all the processes by which sensory information is transformed, reduced, combined, stored, recalled, and used. We will look at the proper use of non-invasive neuroimaging techniques as well as research innovations that help us understand the anatomy of the brain.

This seminar provides a scientific approach to the biological basis of behavior and learning. The topics covered are as follows:

- Evolution and maturation of the nervous system, especially the brain. Alternative views on the relationship between the brain and behavior, specialized brain areas for different functions.
- Perception and action: sensory systems, visual image formation, perception of form and movement. General principles of sensory processing, touch and pain. Hearing, taste, and smell. Vision: from the eye to the brain. Movement and action. Behavior regulation. Biological rhythms, sleep, and dreams. Emotions and mental disorders: Emotions, aggression, and stress. Biological bases of behavioral disorders.
- Presentation of contemporary research findings in the field of Cognitive Psychology and Cognitive Neuroscience, as well as promotion of their relevant applications in the fields of education, health, technology, business, communication, justice, etc.

The aim of this course is to understand how the brain works. The effort to understand our own mind is perhaps the most ambitious and interesting research project in all sciences.

TOPICS FOR SEMINAR ASSIGNMENTS

1. Biological basis of higher functions (perception, memory, language & thought)
2. Areas of research interest in cognitive neuroscience
3. Gender and the brain
4. Emotions, stress, aggression, and the brain
5. Left-handedness. Myths and reality
6. Research methods in neuroscience
7. The problem of consciousness
8. Depression and chronobiology
9. Brain dysfunction in schizophrenia
10. The biological basis of sleep and dreams
11. Psychopathology: Biological bases of behavioral disorders
12. The functions of the cortex (parietal lobes, temporal lobes, occipital lobes, frontal lobes)
13. Organisation of the nervous system
14. Nutrition and brain development
15. Addictions and the brain
16. Evolution of the human brain
17. The brain and Alzheimer's disease

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In Lecture room (face to face)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching. • Screening of videotaped cases • Support for the learning process through the e-class electronic platform • Electronic communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	3 X 13 = 39
	Independent Study	61
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>		

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

a. Greek

1. Vlachos, F. (1998). Left-handedness. Myths and reality. Published by Hellenic Letters
2. Vosniadou, S. (2002). Introduction to Psychology, Volume I. Published by Gutenberg
3. Hayes, N. (1997). Introduction to Psychology, Volume I. Published by Hellenic Letters
4. Russell, R. & Dewar, A. (1992). Explaining the Brain. Published by Trochalia
5. Lymberakis, S. (1997). Brain and Psychology. Published by Hellenic Letters.
6. Karpathios, C. (1995). The Evolution of the Brain and the Alphabet. Published by "ELLIN"
7. Kolb, B & Whishaw, I. (2018). (St. Giakoumakis, And. Kastellakis, scientific editors). Basic Principles of Human Neuropsychology. Published by GUTEBERG
8. Panagis, G. (2002). Neuroscience of Behavior. Medical Publications Paschalidis.

9. Savvaki E. (1989). Our Parallel Selves and the Silent Right Hemisphere. University of Crete Press

10. Kandel, E., Schwartz, J. James, T. (1999). Neuroscience and Behavior. University of Crete Press

11. Kandel, E., Schwartz, J. James, T. (2004). Basic Principles of Neuroscience 1. Medical Publications Paschalidis

b. English

1. Rosenzweig, Leiman, Breedlove (1999). Biological Psychology. An introduction to behavioural, cognitive and clinical neuroscience. Sinauer ASS.

2. Kimura, D. (1999). *Sex and Cognition*. The MIT Press

3. Frith, Ch. (1992). *The cognitive neuropsychology of schizophrenia*. Lawrence Erlbaum Ass.

4. Salomon, G, (ed.). (1993). *Distributed cognitions. Psychological and educational considerations*. Cambridge University Press

B01 03 Topics in Cognitive Psychology

GENERAL

SCHOOL	EDUCATION		
ACADEMIC UNIT	PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	B01 03	SEMESTER	SPRING
COURSE TITLE	Topics in Cognitive Psychology		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	ELECTIVE		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in English with assignment and self-study)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

The aim of the course is to familiarize students with the subject of Cognitive Psychology and its findings as applied to the educational process. The course is an introductory course for the study of basic topics in the field of cognitive psychology. It introduces basic concepts of cognitive psychology and clarifies key issues in the field so that students gain a comprehensive understanding of the concepts, the main methodologies used to investigate them, and their application. It refers to the scientific study of mental processes that are subject to environmental influences. In this course, we will study and understand basic cognitive processes (attention, perception, memory), present the relevant research data, and discuss the main applications of cognitive psychology findings in the learning process. We will systematically study the experimental methodology used by cognitive psychologists, and develop students' critical

thinking through the discussion of selected important research publications in this field.

In this sense, the course is considered essential in the context of the scientific training of future teachers. The study and understanding of basic cognitive processes is considered a prerequisite for achieving the teaching objectives of the curriculum at all levels of education.

Upon successful completion of the course, students will be able to:

- Understand basic concepts and terminology of the scientific field
- Be familiar with the methodologies and tools used to investigate phenomena in the context of Cognitive Psychology
- Have acquired a deep understanding of the central concepts of human cognition and cognitive processes, where issues of everyday school life are investigated through strictly controlled laboratory experimentation and under normal conditions
- Understand how the primary school curriculum is based on the findings of research in the field of cognitive psychology
- Read and understand a research study in the field of cognitive psychology
- Become familiar with the methods and processes of knowledge production in the scientific field of cognitive psychology, so that they can make use of research studies for their productive participation in the seminar courses of the program and for the preparation of a thesis in this specific scientific field
- Be a critical reader of cognitive psychology literature

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Searching, analyzing, and synthesizing data and information, using the necessary technologies.
- Independent Work
- Teamwork
- Adaptation to new situations
- Decision making
- Working in an interdisciplinary environment.
- Promotion of free, creative, and inductive thinking.
- Respect for diversity and multiculturalism

SYLLABUS

Week 1 Course presentation (topics and bibliography). Basic introductory concepts: cognitive psychology, use of specific terminology in cognitive psychology

Week 2 Historical development of cognitive psychology.

Week 3 The architecture of the cognitive system.
Week 4 Principles governing the functioning of the cognitive system.
Week 5 Structure of the brain in which cognitive functions are based.
Week 6 Representation and organization of knowledge. Theories of knowledge reorganization.
Week 7 The theory of Mind: content, structure, and nature.
Week 8 Perception and Attention (conscious and unconscious)
Week 9 Memory: structure and function
Week 10 Memory dysfunctions: Amnesia, prosopagnosia
Week 11 Autobiographical memory & eyewitness testimony
Week 12 Interaction of cognitive processes with emotions
Week 13 Conclusions – Summary of key findings and their application in school settings

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching. • Screening of videotaped cases • Support for the learning process through the e-class electronic platform • Electronic communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	13 X 3 = 39
	Independent Study	61
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The assessment is conducted in Greek. The assessment includes Final Exams (100% of the final grade).	

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- Suggested bibliography:

- Banyard, Ph., Hayes, N. (2000). Thinking and problem solving. Published by Hellenic Letters.
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Olton, D., Gamzu, E. & Corkin, S. (eds) (1995). *Memory dysfunctions: An integration of Animal and Human Research from Preclinical & Clinical Perspectives*. New York Academic Press.

Robinson-Riegler, G.L. & Robinson-Riegler, B. (2012). *Cognitive Psychology: Applying the Science of the Mind*. Pearson

Ross, M. (1989). Relation of implicit theories to the construction of personal histories. *Psychological Reviews*, 9, 341-357

Rosenzweig, Leiman, Breedlove (1999). *Biological Psychology. An introduction to behavioural, cognitive and clinical neuroscience*. Sinauer ASS.

Salomon, G. (ed.). (1993). *Distributed cognitions. Psychological and educational considerations*. Cambridge University Press

Zaragoza, M.S., & Lane, S., M. (1994). *Source misattributions and the suggestibility of eyewitness memory*, 20, 934-945

- *Related academic journals:*

Journal of Cognitive Psychology, Academic Press

Journal of Memory & Language, Academic Press

Journal of Experimental Psychology, American Psychological Association

Learning, Memory and Cognition, American Psychological Association

Cognition and Memory

Journal of Experimental Psychology: Learning, Memory & Cognition

Psychological Review

B01 04 Psychology of Motivation

GENERAL

SCHOOL	EDUCATION		
ACADEMIC UNIT	PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	B01 04	SEMESTER	SPRING
COURSE TITLE	Psychology of Motivation		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	ELECTIVE		
PREREQUISITE COURSES:	B01Π01 INTRODUCTION TO PSYCHOLOGY		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in English with assignment and self-study)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

This course presents the basic theories of motivation and the research data that support them, so that students can understand the complex nature of individual motivation processes and clarify concepts related to them, such as arousal. We analyze theoretical approaches that emphasize the role of cognitive processes, emotions, and beliefs in the development of motivation. At the same time, we do not ignore the role of the social context, the role of teachers and parents. In this course, we will also deal with motivation in interpersonal relationships, in normal and pathological behavior, in everyday life, and in special circumstances. An important dimension of motivation concerns the self as a driving force and as a regulatory factor of behavior. Equally important is the connection between theories of motivation and educational practice. Students learn to motivate themselves and engage in activities that help them focus

during class, memorize learning material more quickly, and recall it when needed.

This course is considered essential in the context of the scientific training of future teachers. The study and understanding of the basic cognitive processes and motivations involved in the learning process is considered a prerequisite for achieving the teaching objectives of the curriculum at all levels of education.

Upon successful completion of the course, students will be able to:

- Understand basic concepts and terminology in the scientific field
- Understand the principles and central axes of basic theories on motivation
- Apply, in teaching, those principles of the above theories that can be applied to education.

At the end of the semester, students will have acquired specialized knowledge in specific scientific field, including research and theory, as well as an understanding of the complexity of motivational processes, their application in various disciplines, and their own behaviors. They will be able to use the knowledge and understanding they have acquired to motivate students' behavior in order to improve their performance. They will have developed the knowledge acquisition skills they need to continue in further studies with a high degree of autonomy.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Searching, analyzing, and synthesizing data and information, using the necessary technologies.
- Independent Work
- Teamwork
- Adaptation to new situations
- Decision making
- Working in an interdisciplinary environment.
- Promotion of free, creative, and inductive thinking.
- Respect for diversity and multiculturalism

SYLLABUS

Week 1 Course presentation (topics and bibliography). Basic introductory concepts

Week 2 Brief history of motivation. Causes of behavior and motivation. Psychology of motivation. Definition and types of motivation. Historical overview. Methods of studying motivation.

Week 3 Biological and physiological basis of motivation. Biological motivations: hunger, eating disorders, thirst, instincts, sleep, sexuality. Biological rhythms and sleep. Relationship between

biological rhythms and motivation. Seasonal affective disorder and phototherapy. Jet lag. Effects of age on biological rhythms and sleep.

Week 4 Motivation. Definition and structure of motivation. Physiological measurements. Dimensions of motivation. Relationship between motivation, incentives, and performance.

Week 5 Psychoanalytic theory of motivation: The historical context of Freud's theory. Conscious, unconscious, defense mechanisms, personality structure, psychosexual development.

Week 6 Humanistic theories of Rogers and Maslow: The theory of activation – actualization and its application in the classroom, Abraham Maslow's hierarchy of needs and the criticism it has received.

Week 7 Achievement motivation theory: its characteristics, tendency to achieve success, tendency to achieve failure, development of achievement motivation in children.

Week 8 Theories of attribution: Heider's theory, Jones and Davis' theory, Kelly's theory. Attributions in interpersonal relationships and pathological behavior. Attributions and health. Analysis of the case of victims. Analysis of the case of victims. Individuals prone to health problems. Individuals with dysfunctional behavior.

Week 9 Motivation and the educational process. Consequences of failure: alternative explanations and consequences. Motivation and evaluation. Internal and external motivation. Internal motivation and education. The successful teacher. Therapeutic use of identifications at school. Seligman's acquired sense of helplessness.

Week 10 Cognitive dimension of motivation: activation and deactivation of memory representations related to uncompleted intentions. Cognitive implications of motivation. Emotional states and motivation as problem-solving processes

Week 11 Motivation during human development. Motivation and adult personality. Women's motivation to pursue a career: conflict between career and family, gender roles, fear of failure, and self-image.

Week 12 Motivation and willpower. The self as a source of motivation. The concepts of self-perception, self-esteem, and their dimensions.

Week 13 Conclusions – summary

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching. • Screening of videotaped cases • Support for the learning process through the e-class electronic platform • Electronic communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	3 X 13 = 39
	Small individual exercise assignments	12
	Independent Study	49
	Course total	100

STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The assessment is conducted in Greek. The assessment includes written final exams (100% of the final grade).

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Kostaridou-Euclid, A. (2011), Psychology of Motivation. Athens: Pedio
2. Schunk, D., Pintrich, P., & Meece, J. (2010). Motivation in Education (Ed. N. Makris & D. Pnevmatikos). Athens: Gutenberg

Books

- Karagiannopoulou, E. (2007). On learning: The importance of the relational factor. Athens: Gutenberg.
- Schacter, D. L., Gilbert, D. T., & Wegner, D. M. (2012). Psychology (Ed. S. Vosniadou). Athens: Gutenberg.
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- Wigfield, A., & Eccles, J. S. (2002). Development of achievement motivation. Oxford: Elsevier.
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Articles

- Argyraoulis, E., & Zafeiropoulou, M. (2006). A human-centered intervention of assertive behavior in female population groups: Quantitative and qualitative analysis. Psychology, 13(1), 56-77.
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- Papantoniou, G., & Evklidis, A. (2004). Effects of affective and cognitive factors on action control. Psychology, 11(3), 285-302.
- Sygollitou, E., & Louraki, E. (2005). Attendance in inclusive classrooms and self-esteem of children with learning difficulties: A developmental approach. Psychology, 12(2), 210- 231.
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B01 05 Exploring the “Black Box” of Applied Cognitive Psychology: From Order to Disorder

GENERAL

SCHOOL	EDUCATION		
ACADEMIC UNIT	PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	B01 05	SEMESTER	SPRING
COURSE TITLE	<i>Exploring the “Black Box” of Applied Cognitive Psychology: From Order to Disorder</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	ELECTIVE		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in English with assignment and self-study)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

This course reviews research and traditional philosophical concepts regarding emotional experience and its disorders from the perspective of cognitive psychology. Cognitive theories are presented that could potentially provide a good interpretative framework for emotions and their disorders. Specifically, we will present Neisser's "constructive realism," the cognitive approach of modularity (Fodor, 1983; Gazzaniga, 2000), and the model of Schematic Propositional Analogical and Associative Representation Systems (SPAARS) will be presented. The basic architecture of the model is that of multiple representations and shares many similarities with

other multi-representational approaches to emotion - more specifically, with the Multiple Entry Memory System (MEMS - Johnson and Malthaupt, 1992) and Interactive Cognitive Subsystems (ICS - Teasdale and Barnard, 1993). These types of approaches offer a solid framework for considering emotions.

In addition, we will present the theories of associative networks, which historically form the basis for theoretical approaches as diverse as psychoanalysis and behaviorism, the connectionist theory of Parallel Distributed Processing, and we will deal with a series of integrated assessment theories. These theories include Lazarus' early and more recent models, and Oatley and Johnson-Laird's goal-based approach to basic emotion. We will review an additional set of cognitive theories that have found application in emotional disorders and examine the various reformulations of Seligman's Learned Helplessness Theory and Teasdale and Barnard's theory of Interacting Cognitive Subsystems. These cognitive models were included because of their relationship to more than one emotional disorder. Our basic position is that, with regard to affective development, basic emotions can develop under appropriate conditions through either a modular or a modular-interactive approach.

Our basic position is that, in terms of emotional development, basic emotions can develop in a modular or dissociative manner under the right conditions. The failure of basic emotions to be integrated into the overall development of the self can be a decisive precursor to the development of emotional disorders.

This course is essential for the scientific training of future teachers. Studying and understanding the interaction between cognitive processes and emotions involved in the learning process is considered important for understanding how students' cognitive systems work and for improving their performance.

At the end of the semester, students will have acquired specialized knowledge of cognitive psychology, including research and theory, as well as an understanding of the complexity of the interactions between cognitive processes and emotions. They will be able to use the knowledge and understanding they have acquired in teaching cognitive subjects at school and will have the skills to solve problems in the classroom.

Upon successful completion of the course, students will be able to:

- Understand basic concepts and terminology of the scientific field
- Understand the concepts and principles of cognitive theories of emotions
- Apply, in their teaching, those principles of the above theories that can be applied in education

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

Searching, analyzing, and synthesizing data and information, using the necessary technologies.

- Independent Work
- Teamwork

- Adaptation to new situations
- Decision making
- Working in an interdisciplinary environment.
- Promotion of free, creative, and inductive thinking.
- Respect for diversity and multiculturalism

SYLLABUS

- Week 1 Course presentation (topics and bibliography). Basic introductory concepts
- Week 2 The cognitive approach to psychology. The cognitive philosophy of emotion, the work of Aristotle, Aquinas, and Spinoza. Cognitive considerations of emotion in the twentieth century.
- Week 3 Cognitive theories of emotion: categorical approaches and dimensional approaches, network theories, valuation theories.
- Week 4 Cognitive theories of emotional disorder: Seligman's theory of learned helplessness, Beck's cognitive theory of nodes, the theories of Williams, Watts, MacLeod, and Mathews (1988, 1997), the theories of Teasdale and Barnard (1993), social-cognitive theories.
- Week 5 Architecture of the cognitive system, morphology of mental representations, emotion generation through schematic models, emotion generation through the associative level of representation.
- Week 6 Presentation of a unified cognitive theory of emotion: the SPAARS approach. The conditions under which associative emotion production takes place in the SPAARS model.
- Week 7 Basic emotions and their disorders: fear and anxiety, cognitive components of fear, fear and anxiety disorders, phobias and obsessions.
- Week 8 Sadness: theoretical considerations, combinations of sadness with other basic emotions.
- Week 9 Anger: Events, factors, interpretations, and evaluations involved in anger, factors contributing to the experience of anger, too much or too little anger, theories of anger, the relationship of anger to other emotions, anger disorder.
- Week 10 Disgust: Complex emotions arising from disgust, disgust disorders, depression, parasuicide, and suicide.
- Week 12 Happiness: Joy and other positive emotions, Happiness as an ill-defined emotional state, Towards a cognitive theoretical approach to happiness, repressive coping style, emotional states related to happiness, normal and disordered happiness.
- Week 13 Inhibition and facilitation. Rationality, irrationality, and the function of emotions. Meta-emotional skills and representations. Distrust, disconnection, and modular structure. Roles, goals, and plans.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face,
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching. • Screening of videotaped cases • Support for the learning process through the e-class electronic platform • Electronic communication with students

TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	13 X 3 = 69
	Independent Study	61
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiplechoice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The assessment is conducted in Greek. The assessment includes Final Exams (100% of the final grade).	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

a. Recommended textbooks

Power, M., Dalgeish, T. (2020). (ed. E. Vasilaki). Cognitive Processes and Emotions. From Normality to Disorder. Athens: Gutenberg

Eysenck, M., Brysbaert, M. (2022) (Ed. E. Vasilaki & E. Lypourli). Basic Principles of Cognitive Psychology. GUTENBERG

Barry, E.S., Naus, M.J., & Rehm, L.P. (2006). Depression, implicit memory, and self: A revised memory model of emotion. *Clinical Psychology Review*, 26, 719-745.

Beck, A.T. (1987). Cognitive models of depression. *Journal of Cognitive Psychotherapy: An International Quarterly*, 1, 5-37.

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Beck, A.T., Rector, N.A. (2005). Cognitive approaches to schizophrenia. Theory and therapy. *Annual Review of Clinical Psychology*, 1, 577-606.

Berkowitz, I. (2012). A different view of anger: The cognitive - neoassociation conception of the relation of anger to aggression. *Aggressive behavior*, 38, 322-333

Bouton, M.E., Mineka, S., Barlow, D.H. (2001). A modern learning theory perspective on the etiology of panic disorder. *Psychological Review*, 108, 4-32.

Brosan, L., Hoppitt, L., Shelfer, L., Silence, A., Mackintosh, B. (2011). Cognitive bias modification reduce trait and state anxiety in anxious patients referred to an out – patient service: Results from a pilot study. *Journal of Behaviour Therapy and Experimental Psychiatry*, 42, 258-264.

Cannon, M.F., Weems, C.F. (2010). Cognitive bias in childhood anxiety disorders Do interpretive and judgment biases distinguish anxious youth from their non- anxious peers? *Journal of Anxiety Disorders*, 24, 751-758.

Charash, M., McKay, D. (2003). Attention bias for disgust. *Journal of Anxiety Disorders*, 16, 529-541.

Compton, R.J.(2000). Ability to disengage attention predicts negative affect. *Cognition and Emotion*, 14, 401-415.

- Davey, G.C.L., Wells, A. (2006) (eds.). *Worry and its psychological disorders: Theory, assessment and treatment*. Chichester: Wiley.
- Eysenck, M.W., Derakshan, N.M, Santis, R., Calvo, M.G. (2007). Anxiety and cognitive performance: Attentional control theory, *Emotion*, 7, 336-353.
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- Hayes, S., Hirsch, C.R., Krebs, G., Mathews, A. (2010). The effects of modifying interpretation bias on worry in generalized anxiety disorder. *Behaviour Research and Therapy*, 48, 171-178.
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- Myers, L.B. (2010). The importance pf the repressive coping style: Finding from 30 years of Research. *Anxiety, Stress and Coping*, 23, 3-17.
- Pessoa, L. (2013). *The cognitive – emotional brain: From interactions to integration*. Cambridge, MA: MIT Press.
- Scherer, K.R. (2009). The dynamic architecture of emotion: Evidence for the component process model. *Cognition and Emotion*, 23, 1307-1351.
- Tong, E.M.W., Tan, D.H. and Tan, Y.L. (2013). Can implicit appraisal concepts produce emotion - specific effects? A focus on unfairness and anger. *Consciousness and Cognition: An International Journal*, 22, 449-460.

B01 10 Memory: Structure, Function and Disorders

GENERAL

SCHOOL	EDUCATION		
ACADEMIC UNIT	PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	B01 10	SEMESTER	WINTER
COURSE TITLE	<i>Memory: Structure, Function and Disorders</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SEMINAR		
PREREQUISITE COURSES:	INTRODUCTION TO PSYCHOLOGY RESEARCH METHODOLOGY		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in English with assignment and self-study)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

The aim of the seminar is to help students understand the cognitive system and, more specifically, the memory subsystem. The seminar provides a scientific study of human memory, introduces students to the general framework of thinking about how memory works, analyzing structural concepts related to it, such as Working Memory and Long-Term Memory, the concepts of encoding, forgetting, interference, retrieval, recognition, and levels of processing.

The psychology of memory is fascinating, dealing with extremely interesting questions and permeating all cognitive processes. This seminar introduces students to Cognitive Models of Memory. It presents models of information processing, models of memory dichotomy, models

of working memory, long-term memory models, the model of levels of information processing, the model of neural networks, and parallel distributed processing. We will study the distinction between episodic, procedural, and semantic memory, the interaction between memory and emotions, and we will examine a form of episodic memory known as flashbacks. Autobiographical memory and its dysfunctions will be presented. We will examine the neurobiological causes of forgetfulness, such as the failure to consolidate memory traces and amnesia.

This seminar is considered essential in the scientific training of future teachers. The study and understanding of basic memory processes is considered a prerequisite for achieving the teaching objectives of the curriculum at all levels of education. Another objective of this seminar is to understand how the memory system of children and adults works. The effort to understand our own mind is perhaps the most ambitious and interesting research project in all sciences, and this project requires tools from fields such as experimental psychology, computers, linguistics, philosophy, anthropology, and neuroscience.

At the end of the semester, students will have acquired specialized knowledge of cognitive psychology in this specific research area, including research and theory, as well as an understanding of the complexity of memory processes and their application to the learning process that takes place in the classroom. They will be able to use the knowledge and understanding they have acquired in teaching cognitive subjects in primary school and will have the necessary skills to solve problems in the classroom. In addition, they will have developed the knowledge acquisition skills they need to continue their studies with a high degree of autonomy.

General Competences

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

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

- Searching, analyzing, and synthesizing data and information, using the necessary technologies.
- Independent Work
- Teamwork
- Adaptation to new situations
- Decision making
- Working in an interdisciplinary environment.
- Promotion of free, creative, and inductive thinking.
- Respect for diversity and multiculturalism

SYLLABUS

Week 1 Seminar presentation (topics and bibliography). Basic introductory concepts: cognitive psychology terminology concepts related to memory function

Week 2 Structure of brain areas involved in memory processes

Week 3 Methodology used in memory research

Week 4 Structure and function of the memory system

Week 5 Working memory, its development, and metamemory

Week 6 Working memory and language development

Week 7 Memory development in school age and pre-adolescence

Week 8: Memory strategies in school age and pre-adolescence, their relationship to learning and teaching

Week 9: Memory in everyday life – autobiographical memory and eyewitness testimony

Week 10 Recalling emotional events – Mood and memory

Week 11 Memory disorders – case studies

Week 12 Effects of stress on memory function. Intervention programs to improve memory efficiency and reduce anxiety

Week 13 Conclusions – Summary

COURSEWORK TOPICS

1. Daily memory and memory errors
2. Biological basis of memory - Brain mechanisms of memory functions
3. Models of memory function
4. Mnemonics
5. Amnesia and retrograde amnesia
6. Witness memory
7. Alzheimer's disease and memory system dysfunction
8. Forgetting: Availability and Accessibility
9. Consciousness and Working Memory
10. Memory and Anxiety
11. Memory and Depression: Presentation of self-help memory techniques
 - The Method of Loci as a Mnemonic Device to Facilitate Access to Self-Affirming Personal Memories for Individuals with Depression.
 - Memory Flexibility training (MemFlex) to reduce depressive symptomatology in individuals with major depressive disorder
12. Memory development in infancy, early childhood, and school age
13. Autobiographical memory and emotional disorders
14. What doesn't kill you makes you stronger: Psychological trauma and memory control
15. Memory and the use of toxic substances
16. Memory disorders – case studies
17. Intervention programs for memory development in the classroom
18. Compilation and presentation of experiments conducted as part of memory research

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	FACE TO FACE	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of the internet to display presentations of examples and applications related to the course material. Support for the learning process through the e-class electronic platform. Use of ICT in communication with students: Electronic communication with students via the e-class electronic platform.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	3 X 13 = 39
	Independent Study	61
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment is conducted in Greek. Assessment includes participation, presentation, and submission of assignments at the end of the semester.	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

a. Greek

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Goldstein, Br. (2018). (Scientific Editor N. Makris). Cognitive Psychology. Connecting Mind, Research & Everyday Life. Gutenberg Publishing.

Vasilaki E., Triliva, S., Bezevegis, H. (2001). Stress, Anxiety, and Coping (selected chapters). Published by Hellenic Letters.

Vosniadou, S. (ed.) (1991). Children's Thinking. Published by Gutenberg.

Vosniadou, S. (1998) Cognitive Psychology: Psychological Studies and Essays. Gutenberg.

Vosniadou, S. (ed.) (1999). Children and the Concept of Numbers. Difficulties in Learning Mathematics. Gutenberg.

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Cassells, A. (ed. Euclid). (1995). Memory and Forgetting. Hellenic Letters.

Eysenck, M., Brysbaert, M (2022). (Scientific Ed. Vasilaki & Lypourli). Basic Principles of Cognitive Psychology. Gutenberg Publishing.

Euclid, A. (1992). Cognitive Psychology. Art of Text.

Euclid, A. (1997). Psychology of Thought. Published by Hellenic Letters.

Euclid, A. (2011). Cognitive Psychology. From the representation of knowledge to memory and action. Published by PEDIO

Hartland, J. (Ed. Euclid). (1994). Language and Thought. Published by Hellenic Letters.

Hayes, N. (Ed. Euclid). (1997). Introduction to Cognitive Functions. Published by Hellenic Letters.

Kandel, E., Schwartz, J. James, T. (1999). Neuroscience and Behavior. University of Crete Press

Kandel, E., Schwartz, J. James, T. (2004). Basic Principles of Neuroscience 1. Medical Publications. Paschalidis

Louria, A.P. (ed. Euclid) (1995). Cognitive Development. Greek Letters Publishing.

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Marangoudakis, G. (2000). In Search of the Thinking Mind. Published by Hellenic Letters

Maridaki-Kassotaki, Aik. (1997). Contemporary Views on Children's Thinking. Published by Grigoris.

Bablekou, Z. (2003). The Development of Memory. A Cognitive Journey through Childhood. Published by Dardanos.

Beze, L. (ed.) (1998). Cognitive Psychology and Education. Published by Hellenic Letters.

Panagis, G. (2002). Neuroscience of Behavior. Medical Publications. Paschalidis.

Papanikolaou, A. (2007). Amnesia. University of Crete Press

β. Αγγλική

Baddeley, A. (2007). *Working Memory, thought and action*. OXFORD UNIVERSITY PRESS

Baker, P. (1990). *Applied Cognitive Psychology. An Information processing framework*. Routledge.

Eichenbaum, H. (2002). *The cognitive neuroscience of memory. An introduction*. OXFORD UNIVERSITY PRESS

Eysenck, M. (ed.) (1990). *Cognitive Psychology. An International Review*. Wiley.

Eysenck, M. (ed.) (1997). *Anxiety and Cognition. A unified theory*. Psychology Press.

Hampson, P. & Morris, P. (1996). *Understanding Cognition*. Blackwell.

Johnson, M. & Morton, J. (1991). *Biology and Cognitive Development. The case of Face Recognition*. Blackwell.

Gabbert, F., Memon, A. & Allan, K. (2003). Memory conformity: Can eyewitnesses influence each other memories for an event? *Applied Cognitive Psychology*, 17, 533-543

Kimura, D. (1999). *Sex and Cognition*. The MIT Press

Matthews, G. (ed). (1997). *Cognitive Science Perspectives on Personality and Emotion*. North – Holland.

Oakes, L., Bauer, P. (eds.) (2007). *Short and long term memory in infancy and early childhood*. OXFORD UNIVERSITY PRESS

Olton, D., Gamzu, E. & Corkin, S. (eds) (1995). *Memory dysfunctions: An integration of Animal and Human Research from Preclinical & Clinical Perspectives*. New York Academic Press.

Putnam A.L., Sungkhasettee V.W., Roediger HL III (2016). Optimizing learning in college: Tips from cognitive psychology. *Perspectives on Psychological Science*, 11: 652-660. [[pubmed citation](#)]

Squire L.R. (2009). The legacy of patient H.M. for neuroscience. *Neuron*, 61: 6-9. [[pubmed citation](#)]

Schacter DL. (1999). The seven sins of memory: Insights from psychology and cognitive neuroscience. *Am Psychol*. 54(3):182-203. [[pubmed citation](#)]

- *Related academic journals:*

1. *Journal of Cognitive Psychology*, Academic Press
2. *Journal of Memory & Language*, Academic Press
5. *Journal of Experimental Psychology*, American Psychological Association
6. *Learning, Memory and Cognition*, American Psychological Association

B01 11 Mind Full or Mindful? Mindfulness in Education

GENERAL

SCHOOL	EDUCATIONAL SCIENCE		
DEPARTMENT	PRIMARY EDUCATION		
STUDY LEVEL	Undergraduate		
COURSE CODE	B01 11	SEMESTER OF STUDIES	SPRING
ΤΙΤΛΟΣ ΜΑΘΗΜΑΤΟΣ	<i>Mind Full or Mindful? Mindfulness in Education</i>		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS		CREDIT UNITS
	3		4
COURSE TYPE	Scientific Area of interest <i>Psychology & Education</i>		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF TEACHING AND EXAMINATION:	English		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

Learning Outcomes

Mindfulness is the practice of maintaining present-moment awareness with openness and without judgment. Over the past decade, mindfulness has gained significant attention in education due to its profound benefits for both students and educators. Research in psychology, neuroscience, and educational leadership highlights its positive impact on cognitive functioning, emotional regulation, and overall academic performance. For students, mindfulness enhances concentration, emotional stability, and memory retention. For teachers, it supports well-being, emotional resilience, and effective classroom management. Furthermore, mindfulness fosters a positive classroom climate and strengthens relationships, contributing to a more holistic and meaningful educational experience. Given the increasing mental health challenges faced by students and the high levels of stress among teachers, integrating mindfulness into educational settings is becoming essential. This course explores practical strategies for incorporating mindfulness at both classroom and institutional levels, focusing on curriculum design, teacher self-care, and school-wide best practices. The aim of this course is to equip teachers with the knowledge and skills to integrate mindfulness techniques into their professional practice, thereby enhancing student well-being, academic engagement, and social-emotional learning while promoting teacher well-being and sustainable classroom environments. By the end of this course, participants will be able to: 1. Define mindfulness and explain its relevance and benefits within educational settings.

2. Analyze research findings on the effects of mindfulness on cognitive function, emotional regulation, and academic performance.
3. Apply mindfulness-based techniques to support student concentration, emotional resilience, and self-regulation.
4. Incorporate mindfulness practices into daily classroom routines to foster a calm, inclusive, and focused learning environment.
5. Demonstrate strategies for using mindfulness to enhance classroom management and social-emotional learning (SEL).
6. Develop a personalized mindfulness plan for self-care and professional growth as an educator.
7. Evaluate the impact of mindfulness integration at the institutional level, including the design and implementation of school-wide initiatives.

General Skills

- ☐ Search, analyze, and synthesize data and information using appropriate technological tools.
- ☐ Work independently with responsibility and initiative.
- ☐ Collaborate effectively within team environments.
- ☐ Adapt to new, diverse, and evolving contexts.
- ☐ Make well-informed and evidence-based decisions.
- ☐ Engage in interdisciplinary approaches and problem-solving.
- ☐ Foster creative and critical thinking skills.
- ☐ Promote respect for diversity, inclusion, and multicultural perspectives.

INDICATIVE CONTENT OF THE SUBJECT

1. **The Neuroscience of Mindfulness in Education:** How mindfulness impacts neural pathways related to attention and cognition; Changes in brain function and structure through mindfulness practices.
2. **Cognitive Benefits of Mindfulness for Students:** Enhancing attention control, working memory, and executive function; the role of mindfulness in improving rational thinking and reducing cognitive biases.
3. **Mindfulness and Academic Performance:** Empirical studies on mindfulness and learning outcomes; Case studies of mindfulness programs in schools and universities.
4. **Mindfulness Strategies for Educators:** Reducing teacher burnout and improving emotional resilience; Mindfulness as a tool for professional development and well-being.
5. **Mindfulness-Based Teaching Practices:** How educators can integrate mindfulness into lesson planning; Practical techniques for creating a mindful classroom environment.
6. **Mindfulness and Social-Emotional Learning (SEL):** The role of mindfulness in behavior management and conflict resolution; Integrating mindfulness into SEL curricula.
7. **Trauma-Informed Education and Mindfulness:** Supporting students with Adverse Childhood Experiences (ACEs); Mindfulness as an intervention for stress and trauma-related challenges.
8. **Mindfulness and Inclusive Education:** Adapting mindfulness for neurodiverse learners and diverse student populations; culturally responsive mindfulness practices in education.

9. **Mindful Leadership in Educational Settings:** How educational leaders can implement mindfulness at the school-wide level; The impact of mindfulness on decision-making and school culture.
10. **Challenges, Ethical Considerations, and Future Directions in Mindfulness Education:** Addressing skepticism and resistance to mindfulness in schools; Future research directions and the evolving role of mindfulness in education.

These topics provide a comprehensive structure, covering both theoretical foundations and practical applications of mindfulness in education.

TEACHING and LEARNING METHODS - EVALUATION

METHOD OF TEACHING	In person
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of the internet to view examples of applications related to the curriculum. Support of the learning process through the e-class electronic platform. Use of ICT in communication with students: Through the e-class platform electronic communication with students
STUDENT EVALUATION.	The assessment is in English with written examination.

Proposed textbook:

Vasilaki, E., & Vasiou, A. (Eds.) (2026). *Mindfulness in Education: Bridging theory, research, and practice*. PEDIO Publications.

RECOMMENDED-BIBLIOGRAPHY

- Bellinger, D. (2015). Mindfulness, anxiety, and high-stakes mathematics performance in the laboratory and classroom. *Consciousness and Cognition*, 39, 123-132.
- Britton, W. B., Lepp, N. E., Niles, H. F., & Rocha, T. (2014). [An RTC] Pilot trial of classroom-based mindfulness meditation compared to an active control condition in sixth-grade children. *Journal of School Psychology*, 52(3), 263-278.
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- Flook, L., Goldberg, S. B., Pinger, L., Bonus, K., & Davidson, R. J. (2013). Mindfulness for teachers: A pilot study to assess effects on stress, burnout, and teaching efficacy. *Mind, Brain, and Education*, 7(3), 182-195.
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- Hoge, E. A., Bui, E., Marques, L., Metcalf, C. A., Morris, L. K., Robinaugh, D. J., & Simon, N. M. (2013). Randomized controlled trial of mindfulness meditation for generalized anxiety disorder: Effects on anxiety and stress reactivity. *The Journal of Clinical Psychiatry*, 74(8), 786-792.
- Jennings, P. A., Frank, J. L., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2013). Improving classroom learning environments by cultivating awareness and resilience in education (CARE): Results of a randomized controlled trial. *School Psychology Quarterly*, 28(4), 374-390.
- Mendelson, T., Tandon, S., & O' Brennen. (2015). Brief report: Moving prevention into schools: The impact of a trauma-informed school-based intervention. *Journal of Adolescence*, 43, 142-147.
- Raes, F., Griffith, J. W., Van der Gucht, K., & Williams, J. M. G. (2014). School-based prevention and reduction of depression in adolescents: A cluster-randomized controlled trial of a mindfulness group program. *Mindfulness*, 5(5), 477-486.
- Renshaw, T. L., Fischer, A. J., & Klingbeil, D. A. (2017). Mindfulness-based intervention in school psychology. *Contemporary school psychology*, 21, 299-303.
- Roeser, R. W., Skinner, E., Beers, J., & Jennings, P. A. (2012). Mindfulness training and teachers' professional development: An emerging area of research and practice. *Child Development Perspectives*, 6(2), 167-173.
- Shute, R. H. (2019). Schools, mindfulness, and metacognition: a view from developmental psychology. *International Journal of School & Educational Psychology*, 7(sup1), 123-136.
- Thomas, G., & Atkinson, C. (2017). Perspectives on a whole class mindfulness programme. *Educational Psychology in Practice*, 33(3), 231-248.
- Zenner, C., Herrnleben-Kurz, S., & Walach, H. (2014). Mindfulness-based interventions in schools—a systematic review and meta-analysis. *Frontiers in Psychology*, 5, 603.
- Zoogman, S., Goldberg, S. B., Hoyt, W. T., & Miller, L. (2015). Mindfulness interventions with youth: A meta-analysis. *Mindfulness*, 6, 290-302.

B02 Developmental Psychology

B02 01 Y Developmental Psychology I

GENERAL

SCHOOL	Sciences of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	B02 01 Y	SEMESTER	2°
COURSE TITLE	Developmental Psychology I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Main Course specialized general knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/modules/document/index.php?course=PTDEU338		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
Upon completion of the course, students will be able to: • manage conceptual tools of science with ease. • identify the characteristics of the developmental approach to the study of human behavior • understand cultural variation in human development

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Search, analysis and synthesis of data and information, using the necessary technologies
- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and sensitivity to gender issues
- Exercise of criticism and self-criticism
- Promotion of free, creative and inductive thinking

SYLLABUS

The topics that will be taught are the following:

- Subject and research methods in Developmental Psychology
- Basic schools of thought and contemporary theoretical approaches in Developmental Psychology
- Perception, knowledge and action in infancy and toddlerhood
- Emotional development and attachment relationships in infancy and toddlerhood
- Early social interactions with people and objects
- The development of self and gender
- The development of language
- The acquisition of a theory of mind
- Parenting and development: social and cultural components that contribute to raising children
- Cognitive development and school performance during middle childhood
- Psychosocial development in middle childhood
- School life, family and community

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students

TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	13 three-hour Lectures	39
	Literature Study	32
	Exam Preparation	26
	Final Written Exam	3
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written exam with extended questions, combined with multiple choice questions	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Craig, G.J, Dunn, W.L. (2021). *Understanding human development*.
- Slater, A. & Bremner, G. (2018). *Introduction to Developmental Psychology*.

- Related academic journals:

Developmental Science

Journal of Developmental Psychology

Infancy

B02 02 Y Developmental Psychology II: Adolescence and Emergent Adulthood

GENERAL

SCHOOL	Sciences of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	B02 02 Y	SEMESTER	3 ^o
COURSE TITLE	<i>Developmental Psychology II: Adolescence and Emergent Adulthood</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE	Specialized general knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=6282 https://eclass.edc.uoc.gr/courses/PTDEU323/		

LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

Students will study theories on development regarding adolescence and emerging adulthood. They will also have the chance to study developmental issues concerning later stages (youth, middle age and so on).

Emphasis will be stressed on social, emotional and cognitive aspects of development.

Students will have the chance to reflect on issues of adaptation and socialization of adolescents and young adults in contemporary sociocultural contexts.

In parallel, they will be habituated with empirical studies and research methodology in developmental science.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

search, analysis and synthesis of data

team work

SYLLABUS

We will present classic and new theories of development in adolescence and emerging adulthood. We will focus on social and cultural aspects of human development.

Main issues to be discussed:

- Conceptual reconstructions in adolescence
- Theories of social cognition and moral development in adolescence
- Emotional regulation
- Psycho-social development in emerging adulthood

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (distance learning if needed)		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload	
	13 three-hour courses	39	
	Study of relative literature	28	
	Preparation for exams	30	
	Written exams	3	
	Total	100 hours	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple</i>	1. Short answer Questions 2. Multiple Choice Tests / Quiz		

choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	

ATTACHED BIBLIOGRAPHY

1. Craig, G.J, Dunn, W.L. (2021). *Understanding human development*.
2. Slater, A. & Bremner, G. (2018). *Introduction to Developmental Psychology*.
3. Smith, P.K. Cowie H., Blades M. (2015). *Understanding children's development*.

Suggested Journals

Developmental Science

Developmental Psychology

Child Development

Adolescence

Journal of Adolescence

European Journal of Developmental Psychology

B02 03 Issues on Developmental Psychology

GENERAL

SCHOOL	Sciences of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	undergraduate		
COURSE CODE	B02 03	SEMESTER	5^o
COURSE TITLE	<i>Issues on Developmental Psychology</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Seminar Specialized general knowledge		
PREREQUISITE COURSES:	B02Π01 (Y) obligatory- Developmental Psychology I (from infancy to middle childhood)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	eclass		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> The aim of the seminar is to understand and deepen the developmental process at the mental, sexual, emotional and social levels. Students must also understand the complexity of human development, as well as the problems in the children's environment that are likely to inhibit development. Students must have developed critical thinking and be able to process in a scientific

manner all the basic issues concerning the psychological, sexual, emotional, cognitive, linguistic and social development of children.

Furthermore, it is important for students to develop critical thinking on the conditions that help the healthy development of the developmental process as well as to be able to think creatively about ways to intervene and correct the conditions that inhibit healthy development and create problems for children. Finally, students must be able to propose solutions to common problems affecting the child population, such as the exploitation and abuse of children, the manifestation of aggressive behaviors, excessive shyness and social isolation of children, childhood phobias, and others.

General Competences

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

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

Creative – scientific thinking

Decision-making ability

Adaptation and flexibility in new and difficult situations

Exercise of self-criticism

Respect, acceptance and understanding of diversity

Ability to collaborate

SYLLABUS

- Biological, cognitive, social and psychosexual development of the human being
- Emotional development and bonding relationships. Early social interactions
- Attachment relationships
- The development of the self
- Gender identity development
- Cognitive development
- Language development and disorders
- Peer relationships and play
- Aggression, hyper-conformity, child abuse, childhood phobias,
- School phobia and other common problems

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload	
	13 Lectures	39	
	Students' presentations	25	
	Final seminar report	36	
	Study of literature	25	
	Course total	125	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Students are evaluated on the quality of their own presentation and the written work they submit at the end of the semester.		

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Eudoxus

Παπαδάκη – Μιχαηλίδη, Ε. (2012). *Ο δεσμός της αγάπης*. Αθήνα: Πεδίο

Παπαδάκη – Μιχαηλίδη, Ε. (2014). *Από τους γονείς στους ερωτικούς συντρόφους*. Αθήνα: Πεδίο

Sheridan, M. (2011). *Από τη γέννηση μέχρι το 5^ο έτος*. Αθήνα: Πεδίο

References

Lehalle, H. & Mellier, D. (2010). *Ψυχολογία της ανάπτυξης: παιδική ηλικία και εφηβεία*. Αθήνα: Πεδίο

Slater, A. & Bremner, G. (2019). *Εισαγωγή στην αναπτυξιακή ψυχολογία*. Θεσσαλονίκη: Τζιόλας.

Τσιάντης, Γ. (2005). *Ψυχική υγεία του παιδιού και της οικογένειας*. Αθήνα: Καστανιώτης

Cole, M. & Cole, S. R. (2002). *Η ανάπτυξη των παιδιών*. Αθήνα: Τυπωθήτω.

B02 06 Psychosexual Development and Education of the Child

GENERAL

SCHOOL	Sciences of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	undergraduate		
COURSE CODE	B02 06	SEMESTER	5 ^o
COURSE TITLE	<i>Psychosexual Development and Education of the Child</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Presentations of topics by the teacher, visiting psychologists, and students		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Seminar Scientific Area		
PREREQUISITE COURSES:	B02 01 (mandatory) Developmental Psychology I (infancy and childhood)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	Eclass		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
Students must become familiar with all the basic concepts related to the scientific field of psychosexual development of children and adults. They must be able to understand the complexity of issues related to sexuality and at the same time understand the role that both parents and teachers can play in the healthy psychosexual development of children. In addition, students must develop critical thinking and understand the importance of accepting and respecting free choice and diversity. Students must also acquire clear knowledge of the causes of psychosexual problems and know

the methods and intervention strategies that are available to solve them.

Finally, it is very important to build creative thinking in the area of possible ways for teachers and the children's family environment to better address the children's difficulties.

General Competences

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

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

Creative – scientific thinking

Decision-making ability

Adaptation and ability to intervene in new and difficult situations

Exercise of self-criticism

Respect, acceptance and understanding of diversity

Ability to collaborate

SYLLABUS

- The nature, meaning and importance of human sexuality
- The stages and phases of psychosexual development
- The stereotypes of the two sexes and the mutual perception of the two sexes
- The sexual interests of children
- Child sexuality and the role of the family and the school
- Sex education (content, techniques, difficulties)

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Activity	Semester workload	
	13 3h Lectures	39	
	Students' Presentation	25	
	Final report	36	
	Study of the Literature	25	
	Course total	125 hours	

<i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Students are evaluated on the quality of their own presentation and a written assignment they submit at the end of the semester.

ATTACHED BIBLIOGRAPHY

Eudoxus

Παπαδάκη-Μιχαηλίδη, Ε. (2002). *Ο δεσμός της αγάπης*. Αθήνα: Πεδίο.

Παπαδάκη-Μιχαηλίδη, Ε. (2014). *Από τους γονείς στους ερωτικούς συντρόφους*. Αθήνα: Πεδίο.

Sheridan, M. (2011). *Από τη γέννηση μέχρι το 5^ο έτος*. Αθήνα: Πεδίο

Other literature

Lehalle, H. & Mellier, D. (2010). *Ψυχολογία της ανάπτυξης: παιδική ηλικία και εφηβεία*. Αθήνα: Πεδίο

Τσιάντης, Γ. (2000). *Ψυχική υγεία του παιδιού και της οικογένειας*. Αθήνα: Καστανιώτης

Minuchin, S. (2018). *Οικογένειες και οικογενειακή θεραπεία*. Αθήνα: Πεδίο

Crittenden, M.P. (2008). *Raising parents*. USA & Canada: Willan Publishing

James, O. (2002). *They f***you up: How to survive family life*. London: Bloomsbury.

B02 07 Theories of Cognitive Development

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	B02 07	SEMESTER	5^o
COURSE TITLE	<i>Theories of Cognitive Development</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Seminar Special background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU324/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
Students in this course are expected to develop the following capacities: - get advanced knowledge in the scientific field of Developmental Psychology, and more specifically to understand theories of cognitive development (e.g. Genetic Epistemology of Piaget, Sociocultural theory of Vygotsky, Social Interaction of Bruner, Dynamic Systems theory of Thelen, etc.) - be able to critically discuss the data got from different references - be habituated with search machines for relative and valid literature - understand and be able to apply methodological and ethical principles in research issues in social research

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Search, analyze and synthesize data and information, by the use of necessary technologies
- Write an essay
- Habituation with group work
- Respect of human rights and multiculturalism
- Sensitization in gender issues
- Exert criticism and self-reflective strategies
- Promotion of free, creative and deductive reasoning

SYLLABUS

In this seminar we will focus on development of infants, toddlers, schoolers and adolescents. We will study literature concerning theories on development of human mind, such as:

- Functionalism
- Gestalt
- Ecological Perception
- Cognitive Constructivism
- Social Constructivism
- Connectionism
- Behaviorism
- Social Interaction
- Innate Intersubjectivity
- Information Processing
- Dynamic Systems
- Eco-systemic theories
- Cultural approach of cognition

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching and communication with students

Use of ICT in teaching, laboratory education, communication with students		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	5 Lectures (3h each): introduction to main issues of theory and research methodology	39
	8 courses (3h each): Presentation of students' report (based on 2 relative studies)	25
	Investigation of relative Literature	30
	Writing of a scientific report	31
	Course total	125
	STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	
Evaluation or written report - Understanding of subject (25%) - Use of appropriate studies (25%) - Critical juxtaposition of references (20%) - Logical structure of the report (20%) - Correct citations and academic style of writing (10%)		

ATTACHED BIBLIOGRAPHY

Suggested bibliography

Bruner (1983). *Child's Talk*. NY: Norton.

Chomsky, N. (1957). *Syntactic structures*. The Hague: Mouton.

Fodor, J. (1983). *Modularity of Mind*. Cambridge, MA: MIT Press.

Gibson, E. J. (1979). *The ecological approach to visual perception*. Boston: Houghton-Mifflin

Karmiloff-Smith, A. (1992). *Beyond Modularity: A Developmental Perspective on Cognitive Science*. Cambridge, MA: The MIT Press.

Lewis, C. & Mitchell, P. (1994). *Children's Early Understanding of Mind: Origins and development*. Hove, UK: Erlbaum.

Piaget, J. (1953). *The origin of intelligence of the child*. London: Routledge & Kegan Paul

Reddy, V. (2010). *How infants know minds*. Harvard University Press.

Rogoff, B. (1990). *Apprenticeship in thinking: cognitive development in social context*. Oxford: Oxford University Press.

Stern, D. (1987). *The interpersonal world of the infant*. NY: Basic Books.

Vygotsky, L.S. (1978). *Mind in society: Development of Higher Psychological Processes*. Harvard University Press.

Related Scientific Journals

Cognition and Emotion

Cognitive Development

Cognitive Psychology

Developmental Science

Educational Psychology

Infancy

Infant and child development

B02 08 Cultural Theories on Human Development

GENERAL

SCHOOL	Sciences of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	undergraduate		
COURSE CODE	B02 08	SEMESTER	6 ^o
COURSE TITLE	<i>Cultural Theories on Human Development</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Seminar Special background and skills development		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU339/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
Students are expected to develop the following skills: - Have advanced knowledge in the scientific field of developmental psychology and, more specifically, be able to understand the theories of cultural context (e.g. Vygotsky's sociocultural approach, Bruner's social interaction theory, egocentric vs. allocentric cultural schemas of the self, according to Markus & Kitayama, etc.) - Contrast sources - Become familiar with search engines for relevant and appropriate/valid bibliography - Understand and be able to apply the methodological and ethical principles of research in social research

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Search, analysis and synthesis of data and information, using the necessary technologies
- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and sensitivity to gender issues
- Exercise of criticism and self-criticism
- Promotion of free, creative and inductive thinking

SYLLABUS

The seminar will highlight cultural aspects of human development, with regard to the negotiation of meaning, communication and the development of cultural schemas of the self. More specifically, the role of significant others (family, relatives and friends, school) and the broader socio-cultural environment in psychosocial development from infancy to adolescence will be discussed. We will attempt to answer the question of whether some developmental functions (related, for example, to the regulation or expression of emotion) are culture-specific or universal (culture-free). Students will select a text (from relevant scientific articles that will be provided by the Instructor) in order to formulate a specific question, search for the relevant international bibliography and prepare a paper, part of which they will also present orally.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Activity	Semester Workload	
	Attendance of 13 3h Lectures	39	
	Presentation of students' empirical research work in the classroom	25	

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECS	Study of selected literature	30
	Writing a final report	31
	Total	125 ώρες
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Evaluation of written report - description of the student's participation in the collection of research data 25% - participation in the coding and processing of data.....25% - writing of findings 25% - literature review 25%	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Goswami, U. & Bryant, P. (2007). *Children's Cognitive Development and Learning*. Research Survey. University of Cambridge.
- Markus, H. R. & Kitayama, S. (1991). Culture and the Self: Implications for Cognition, Emotion and Motivation. *Psychological Review* 98 (2), 224-253.
- Mesquita, B. & Frijda, N. H. (1992). Cultural Variations in Emotions: a Review. *Psychological Bulletin* 112 (2), 179-204.
- Lewis, C. & Mitchell, P. (1994). *Children's Early Understanding of Mind: Origins and development*. Hove, UK: Erlbaum.
- Rogoff, B. (1990). *Apprenticeship in thinking: cognitive development in social context*. Oxford: Oxford University Press.
- Shweder, R.A., Goodnow, J. J., Hatano, G., Levine, R.A. , H. R. Markus & P. J. Miller (2006). The Cultural Psychology of Development: One Mind, Many Mentalities. In W. Damon & R. M. Lerner, *Handbook of Child Psychology (Vol. 1): Theoretical Models of Human Development* (Κεφ. 13, σελ. 716-792)
- Tsourtou, V., Hatzinikolaou, K. & Chatzinikolaou, C. (2014). Action research with children and adolescents working on the streets of Athens, Greece. *Development in Practice*, 24(3), 313-326, DOI: 10.1080/09614524.2014.899996

- Related academic journals:

European Journal of Developmental Psychology
Culture and Psychology

B02 09 The Role of Family and School on Children's and Adolescents' Development

GENERAL

SCHOOL	Sciences of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	B02 09	SEMESTER	5^o
COURSE TITLE	<i>The Role of Family and School on Children's and Adolescents' Development</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Seminar Special background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU368/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> Students are expected to develop the following skills: - To have advanced knowledge in the scientific field of developmental psychology and, more specifically, in the field of interaction between family members and the school community - To compare sources - To become familiar with search engines for relevant and appropriate/valid bibliography - To understand and be able to apply the methodological and ethical principles of research in social research

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Search, analysis and synthesis of data and information, using the necessary technologies
- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and sensitivity to gender issues
- Exercise of criticism and self-criticism
- Promotion of free, creative and inductive thinking

SYLLABUS

In this seminar we will discuss the role of the family and the school through ecological-cultural studies on psychosocial, cognitive and emotional development from infancy to adolescence, with an emphasis on middle childhood (school) age. We will focus on theories of social constructivism, social interaction, cultural context, psychodynamic theories such as the theory of emotional attachment, as well as the ecosystem approach to human development. The main objective of the seminar is to understand the concepts of autonomy and socialization of children through their interaction with the family and the school community. The benefits of adequate cooperation between family and school in the psychosocial and cognitive development of students will also be discussed.

Students will search for foreign and Greek language articles published in peer-reviewed scientific journals. Each student will undertake the investigation of a topic which they will present orally. The final evaluation will take into account both the understanding of the texts and the ability to formulate specific questions/hypotheses for investigation and discussion, as well as the written work that will be submitted after the end of the seminar.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	Activity	Semester workload
	13 3h lectures	39

<i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>		
	Presentation of students' work in the classroom	25
	Literature research	30
	Writing of a short essay	31
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiplechoice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The evaluation criteria are presented in detail in class and are as follows: - Deepening/understanding of the topic (25%) - Use of appropriate sources/substantiation of arguments (25%) - Critical comparison of sources (20%) - Logical structure/coherence of work (20%) - Compliance with written work specifications, e.g. linguistic elements, section titles, correct reference to sources and bibliographic references (10%)	

ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> Students can visit the URL e-class where they can find relative papers published in international journals e.g. - Arnett, J. J. (1995). Broad and narrow socialization: The family in the context of a cultural theory. <i>Journal of Marriage and the Family</i>, 57(3), 617–628. https://doi.org/10.2307/353917 - Vasiou, A., Kassis, W., Krasanaki, A., Aksoy, D., Favre, CA, Tantaros, S. (2023). Exploring parenting styles patterns and children's socio-emotional skills. <i>Children</i>, 10 (7), 1126. - <i>Related academic journals:</i> Developmental Science Journal of family psychology Journal of School and Educational Psychology

B02 10 Development of Mathematical Thinking

GENERAL

SCHOOL	Sciences of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	B02 10	SEMESTER	6o
COURSE TITLE	Development of Mathematical Thinking		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Seminar Specialized general knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	yes		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
Students are expected to develop the following skills: - To have advanced knowledge in the scientific field of developmental psychology and, more specifically, in the field of understanding the transition from (inter)sensory processing to the conceptual construction of number and arithmetic operations. - To contrast sources - To become familiar with search engines for relevant and appropriate/valid bibliography - To understand and be able to apply the methodological and ethical principles of research in social research

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and sensitivity to gender issues
- Exercise of criticism and self-criticism
- Promotion of free, creative and inductive thinking

SYLLABUS

In the seminar we will focus on infants' ability for direct and atropic perception/counting of numbers, as well as on the development of numerical abilities in toddlers and school-age and adolescent children. We will explore the role of numerical preverbal processes in children's later mathematical thinking, and we will study the development of (a) intersensory perception of number and (b) symbolic processing and the concept of number. Specifically, the seminar will clarify the psychological and mathematical foundations of number.

Students will search for foreign-language and Greek-language articles published in peer-reviewed scientific journals. Each student will undertake the investigation of a topic which they will present orally. The final evaluation will take into account both the understanding of the texts and the ability to formulate specific questions/hypotheses for investigation and discussion, as well as the written assignment that will be submitted after the end of the seminar. - Search, analysis and synthesis of data and information, using the necessary technologies

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop,</i>	Activity	Semester workload	
	13 3h Lectures	39	
	Presentation of students' work in the classroom	25	

<i>interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Literature review	30
	Writing of essay	31
	Course total	125 hours
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The evaluation criteria are presented in detail in class and are as follows: - Deepening/understanding of the topic (25%) - Use of appropriate sources/substantiation of arguments (25%) - Critical comparison of sources (20%) - Logical structure/coherence of work (20%) - Compliance with written work specifications, e.g. linguistic elements, section titles, correct reference to sources and bibliographic references (10%)	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Βοσνιάδου, Σ. (1995). *Ψυχολογία των Μαθηματικών*. Αθήνα: Gutenberg.

Dehaene, S. (1997). *The Number Sense. How the mind creates mathematics*. NY: Oxford University Press.

Hughes, M. (2002). *Τα παιδιά και η έννοια των αριθμών. Δυσκολίες στην εκμάθηση των μαθηματικών*. Αθήνα: Gutenberg.

Karmiloff-Smith, A. (1992). *Beyond modularity. A developmental perspective on cognitive science*. Massachusetts: MIT.

Κορνηλάκη, Α. (2003). Η επίλυση αριθμητικών προβλημάτων από παιδιά προσχολικής ηλικίας. *Παιδαγωγική Επιθεώρηση* 35, 131-147.

Tsourtou, V. (2012). Infants' intermodal perception of numerosity in experimental study with objects and socially salient stimuli. *ΨΥΧΟΛΟΓΙΑ*, 19 (4), 398-414.

Tsourtou, V. (2013). Face-voice stimuli distract infants' attention from intermodal detection of numerical invariant. *International Journal of Computational Intelligence Studies*, 2 (1), 76– 86.

Τσούρτου, Β. (2016/2023). Έρευνα της αντίληψης του αριθμού στη βρεφική ηλικία. Στο Γ. Κουγιουμουτζάκης (Επ. Έκδ.) *Το Συν-της-Συγκίνησης. Ψυχολογία εμβρύων, βρεφών και νηπίων* (σελ. 249-271). Ηράκλειο: ΠΕΚ.

ERASMUS STUDENS (LIKE ALL STUDENTS ATTENDING THE SEMINAR) CAN HAVE ACCESS TO THE e-class URL OF THE SEMINAR, WHERE THE INSTRUCTOR UPLOADS STUDIES PUBLISHED IN INTERNATIONAL JOURNALS

- Related academic journals:

Cognition

Cognitive Development

Mathematical Thinking and Learning

B03 Educational Psychology

B03 01 Y Introduction in Educational Psychology

GENERAL

SCHOOL	EDUCATIONAL SCIENCES		
ACADEMIC UNIT	PEDAGOGICAL DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	B03 01 Y	SEMESTER	6th
COURSE TITLE	Introduction in Educational Psychology		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
PREREQUISITE COURSES:	B03 01 (Y)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES, with personal study and assignment in English		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/135/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
The aim of this course is to introduce students to the study of core topics within the field of Educational Psychology. Educational Psychology spans a range of theoretical perspectives that form the foundation of the discipline, as well as their practical applications within school settings. Accordingly, the course lectures will focus both on the major theoretical frameworks and on their practical implications for educational practice. A central theme across all lectures is the process of learning, with a key guiding question: <i>How can educators support their students to learn in the most effective way?</i>

The structure and methodology of the course are designed to guide students through the study material, promote interaction with key concepts, clarify complex ideas, and connect theory with practice through applied examples.

Upon successful completion of the course, students will be able to:

- Describe and compare fundamental concepts of the discipline and the principles of major learning theories.
- Critically evaluate the appropriateness and effectiveness of theoretical principles across diverse learning contexts.
- Provide examples of applying theoretical principles to hypothetical teaching and learning environments, considering students' age and cognitive abilities.
- Design effective differentiated instructional environments based on various dimensions of individual differences.
- Propose practices and methods aimed at the effective prevention and management of classroom-related challenges.
- Identify the characteristics of effective teaching and effective educators.
- Interpret students' behaviour by examining the underlying motivational factors.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Ability to analyze and synthesize information
- Critical and reflective thinking
- Problem-solving skills in educational contexts
- Application of theoretical knowledge in practical and experiential settings
- Ability to work independently and collaboratively
- Skills in searching, analyzing, and evaluating scientific information using appropriate sources and technologies
- Communication skills: presenting and justifying scientific arguments in oral and written form
- Decision-making skills based on scientific evidence
- Awareness of issues related to well-being, differentiation, and inclusion in educational environments

SYLLABUS

Week 1: Course overview (themes and bibliography). Introduction to the field of Educational Psychology.

Week 2: Fundamental introductory concepts: Development, Learning, and Teaching.

Week 3: Developmental theories: Piaget and Cognitive Development.

Week 4: Vygotsky and Cognitive Development.

Week 5: Behavioural Learning Theories (Pavlov, Thorndike, Skinner, Bandura & Meichenbaum).

Week 6: Information Processing Theories & Cognitive Learning Theories in knowledge construction.

Week 7: Motivation: Theories and strategies for enhancing motivation for learning.

Week 8: Out-of-school influences: Cultural context, social class, and academic achievement.

Week 9: Classroom diversity and students with special needs. Differentiated instruction and adaptation to individual learning needs.

Week 10: Classroom management and the development of an effective learning environment. Strategies for managing common misbehaviours.

Week 11: Student-centred and constructivist approaches to teaching. Designing effective instruction and teaching strategies.

Week 12: Assessment of learning and methods of evaluation.

Week 13: Research methods and educational practice.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	• Use of ICT in teaching. • Video viewing (researchers, experiments, etc.) • Learning process through PowerPoint presentations, (Examples, Case Studies, Figures-Diagrams-Tables) • Electronic communication with students.		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload	
	Lectures	39	
	Group projects	20	
	Independent study	71	
	Course total	130	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Final examination at the end of the semester.		

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Durwin, C. C. & Reese-Weber, M. (2024). *Εκπαιδευτική Ψυχολογία: Θεωρία και Εφαρμογές*. Α., Βάσιου, & Θ., Τουλούπης (Επιμ.). Τζιόλα. ISBN: 978-618-221-048-2. Κωδικός Βιβλίου στον Εύδοξο: 122080684

- Related academic journals:

Bavela, C.-A., Pachiti, I., Vasiou, A., & Dimitropoulou, P. (2025). Secondary school teachers' emotional intelligence and conflict management with adolescents in the classroom. *Psychology. The Journal of the Hellenic Psychological Society*, 30(1), 6–37.

Mavrogianni, A., Vasilaki, E., Linardakis, M., Vasiou, A., & Mastrothanas, K. (2025). Interactive multimedia environment intervention with learning anxiety and metacognition as achievement predictors. *Psychology International*, 7(1), 2.

Vasiou, A., Vasilaki, E., Mastrothanas, K., & Galanaki, E. (2024). Emotional intelligence and university students' happiness: The mediating role of basic psychological need satisfaction. *Psychology International*, 6(4), 855–867.

Michou, A., Mouratidis, A., Vassiou, A., Stavropoulos, V., Tzika, V., & Kokolakis, D. (2023). Taking their perspective: Students' reasons and aims of achievement striving in their own words. *Social Psychology of Education*, 26(5), 1391–1416.

Xafakos, E., Vasiou, A., Stavropoulos, V., & Tzika, V. (2023). Investigating the relationship between Greek primary teachers' self-efficacy and openness to new ideas and practices. *Facta Universitatis: Teaching, Learning and Teacher Education*, 7(1), 57–63.

Xafakos, E., Tzilou, G., Pasiopoulos, G., & Vasiou, A. (2024). Primary teachers' perceptions of the usefulness and implementation of asynchronous online learning after the pandemic. In *Proceedings of the 12th International Conference on Open & Distance Learning (ICODL 2023)*, 3, 52–68.

Touloupis, T., Sofos, A., & Vasiou, A. (Eds.). (2025). *Students' Online Risk Behaviors: Psychoeducational Predictors, Outcomes, and Prevention*. IGI Global.

Vasiou, A., Mouratidis, A., Michou, A., Touloupis, T. & Psychoudaki M. (2025). Teachers' Emotion Regulation and Anger Profiles as Predictors of Classroom Management Practices. *European Journal of Education*, 60(3), e70074.

B03 02 Learning Theories and Educational Practice

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	B03 02	SEMESTER	5th-8th
COURSE TITLE	Learning Theories and Educational Practice		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background course; development of knowledge and skills.		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, with personal study and assignment in English		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
The purpose of this course is to examine major learning theories and their application to educational practice. Upon successful completion of the course, students will be able to: • Describe and compare major learning theories (behaviorism, cognitivism, constructivism, sociocultural theories). • Connect learning theories to instructional practice. • Evaluate the contribution of learning theories to the development of teaching strategies. • Apply pedagogical approaches based on learning theories. • Critically assess learning theories in the context of contemporary educational challenges.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Analytical and critical thinking
- Application of theoretical knowledge to educational practice
- Decision-making and problem-solving
- Development of leadership and collaboration skills
- Ability to search, analyze, and synthesize information
- Teamwork
- Communication skills: presentation and justification of scientific arguments in oral and written form

SYLLABUS

Week 1: Introduction to learning theories and their importance in education

Week 2: Behaviorism: Classical and operant conditioning

Week 3: Cognitive learning theories: Information processing and memory

Week 4: Constructivism: Piaget and discovery learning

Week 5: Sociocultural theories: Vygotsky and learning through interaction

Week 6: Theories of motivation and self-regulated learning

Week 7: Connecting learning theories with educational practice

Week 8: Applying learning theories to differentiated instruction

Week 9: Reflection and critique of learning theories

Week 10: Contemporary learning approaches: Digital technology and learning

Week 11: Methodological approaches in the study of learning

Week 12: Discussion of practical applications of learning theories

Week 13: Course summary and final evaluation

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures Workshops Group discussions Case studies
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	• Use of ICT in teaching. • Video viewing (researchers, experiments, etc.) • Learning process through PowerPoint presentations, (Examples, Case Studies, Figures-Diagrams-Tables),

	• Electronic communication with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Group projects	20
	Independent study	71
	Course total	130
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Final examination at the end of the semester	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Durwin, C. C. & Reese-Weber, M. (2024). Εκπαιδευτική Ψυχολογία: Θεωρία και Εφαρμογές. Α., Βάσιου, & Θ., Τουλούπης (Επιμ.). Τζιόλα. ISBN: 978-618-221-048-2. Κωδικός Βιβλίου στον Εύδοξο: 122080684

- Related academic journals:

- Aylward, R. C., & Cronjé, J. C. (2022). Paradigms extended: how to integrate behaviorism, constructivism, knowledge domain, and learner mastery in instructional design. *Educational technology research and development*, 70(2), 503-529.
- Chuang, S. (2021). The applications of constructivist learning theory and social learning theory on adult continuous development. *Performance Improvement*, 60(3), 6-14.
- Dilshad, M. N. (2017). Learning theories: Behaviorism, cognitivism, constructivism. *International Education and Research Journal*, 3(9), 64-66.
- Fosnot, C. T., & Perry, R. S. (1996). Constructivism: A psychological theory of learning. *Constructivism: Theory, perspectives, and practice*, 2(1), 8-33.
- Kaldi, S., Xafakos, E., Lazaridou, A., Stavropoulos, V., Chatzi, M., Tzika, V., Stavrianoudaki, A., Vassiou, A., Govaris, C., Tasios, A., Tekos, G. & Chaniotakis, N. (2024). Home-studying: Greek student-teachers' views about remote online teaching and learning in higher education during the COVID-19 pandemic. In R. Kane, J. Mena & C. Craig (Eds) *A Pedagogical View of the COVID-19 Pandemic. International Perspectives, Experiences, and Analysis* (vol. 2, pp. 133-150). Brill.

- Mavrogianni, A., Vasilaki, E., Linardakis, M., Vasiou, A., & Mastrothanasis, K. (2025). Interactive Multimedia Environment Intervention with Learning Anxiety and Metacognition as Achievement Predictors. *Psychology International*, 7(1), 2.
- Maroungkas, A., Troussas, C., Krouska, A., & Sgouropoulou, C. (2023). Virtual reality in education: a review of learning theories, approaches and methodologies for the last decade. *Electronics*, 12(13), 2832.
- Mouratidis, A., Michou, A., & Vassiou, A. (2017). Adolescents' Autonomous Functioning and Implicit Theories of Ability as Predictors of their School Achievement and Week-to-week Study Regulation and Well-being. *Contemporary Educational Psychology*, 48, 5666.

B03 03 Organization and Dynamics of the Classroom

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	B03 03	SEMESTER	5 th -8 th
COURSE TITLE	<i>Organization and Dynamics of the Classroom</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background course; development of knowledge and skills.		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, with personal study and assignment in English		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/154/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
The aim of the course is to examine the fundamental principles of classroom organization and functioning, as well as the factors that influence classroom dynamics. Upon successful completion of the course, students will be able to: • Analyze the basic principles of classroom organization. • Identify the factors that influence classroom dynamics. • Apply behavior management strategies. • Design and implement practices that foster a positive learning environment. • Develop communication and collaboration skills among students and teachers.

- Deepen their understanding of advanced classroom management approaches.
- Develop skills to address complex challenging behaviors.
- Enhance abilities to build inclusive and supportive learning communities.
- Connect theoretical approaches with practical classroom applications.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Analytical and critical thinking
- Application of theoretical knowledge to educational practice
- Decision-making and problem-solving
- Development of leadership and collaboration skills
- Ability to search, analyze, and synthesize information
- Teamwork
- Communication skills: presentation and justification of scientific arguments in oral and written form

SYLLABUS

Week 1: Introduction to classroom organization and dynamics

Week 2: Creating and organizing a positive and safe learning environment

Week 3: Communication and interaction in the classroom

Week 4: Group dynamics and cooperative learning

Week 5: Pedagogical and psychological approaches to behavior

Week 6: Behavior assessment and analysis

Week 7: Prevention and intervention strategies for behavior problems

Week 8: Self-management of behavior

Week 9: Advanced Classroom Management Approaches

Week 10: Addressing Complex Behavioural Challenges

Week 11: Building Inclusive and Supportive Classroom Communities

Week 12: Integrating Theory into Classroom Practice

Week 13: Course summary and final evaluation

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Digital learning platforms Email communication	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Group projects	20
	Independent study	71
	Course total	130
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiplechoice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Final examination at the end of the semester	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Zucker, B., Glassman, L., Guerra, S., Pozzatti, A., & Massimino, B. (2025). Δεξιότητες ζωής για παιδιά και εφήβους: Διεκδικητικότητα, Νοοτροπία Ανάπτυξης, Συναισθηματική Ρύθμιση και Αυτοπροσδιορισμός. Ε. Βασιλάκη & Α. Βάσιου (Επιμ.). Gutenberg. ISBN: 9789600126730. Κωδικός Βιβλίου στον Εύδοξο: 143558772

- Related academic journals:

- Bavela, C.-A., Pachiti, I., Vasiou, A., & Dimitropoulou, P. (2025). Secondary school teachers' emotional intelligence and conflict management with adolescents in the classroom. *Psychology. The Journal of the Hellenic Psychological Society*, 30(1), 6–37.
- Chen, C. Y. (2024). Flipped classroom with case-based learning for improving preservice teachers' classroom management learning outcomes. *Teaching and Teacher Education*, 152, 104785.
- Duan, S., Bissaker, K., & Xu, Z. (2024). Correlates of teachers' classroom management self-efficacy: A systematic review and meta-analysis. *Educational Psychology Review*, 36(2), 43.
- Xafakos, E., Stavropoulos, V., Vasiou, K., Kaldi, S., Tzika, V., & Stavrianoudaki, A. (2019). Social intelligence: its impact on teachers' perceived self-efficacy regarding teaching and classroom management. *Education & Sciences*, 2, 7–12.
- Xafakos E., Tzilou G., Pasiopoulos G., & Vasiou A. (2024). Primary teachers' perceptions and attitudes regarding the usefulness and implementation of asynchronous online learning after the pandemic. In *Proceedings of the 12th International Conference on Open & Distance Learning (ICODL 2023)*, 3, 52–68.

- Touloupis, T., Sofos, A., & Vasiou, A. (Eds.). (2025). *Students' Online Risk Behaviors: Psychoeducational Predictors, Outcomes, and Prevention*. IGI Global.
- Vasiou, A., Mouratidis, A., Michou, A., Touloupis, T., & Psychoudaki, M. (2025). Teachers' emotion regulation and anger profiles as predictors of classroom management practices. *European Journal of Education*.
- Weyers, J., Kramer, C., Kaspar, K., & König, J. (2024). Measuring pre-service teachers' decision-making in classroom management: A video-based assessment approach. *Teaching and Teacher Education*, 138, 104426.
- Woodcock, S., & Reupert, A. (2024). First-year primary teachers' classroom management strategies: perceptions of use, confidence, and effectiveness. *Journal of Education for Teaching*, 50(1), 90–106.

B03 08 Learning Difficulties in Writing

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	B03 08	SEMESTER	1
COURSE TITLE	<i>Learning Difficulties in Writing</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures – Academic Project Presentations		3	3
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific discipline (of choice)		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (comprising both coursework and independent study)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
The general aim of this course is to familiarize students with learning difficulties in written language production, their assessment, and the creation of supportive environments, enabling them, as future educators, to develop their own theoretical perspective on the subject. Specifically, upon completion of the course, students are expected to: • Understand the complexity of writing as a cognitive activity and, simultaneously, as a socially and culturally situated practice. • Describe difficulties in mechanical skills involved in written language production (so-called “scribe” problems) as well as difficulties in cognitive, metacognitive, and metalinguistic skills (so-called “author-creator” problems).

- Recognize how these difficulties interact and affect students' communicative competence as writers.
- Examine both formal and informal methods for assessing students' writing skills and writing behavior.
- Compare and evaluate assessment methods and procedures in terms of their intended outcomes and functionality within the classroom context.
- Identify and describe facilitative tools for supporting students with difficulties in written language production.
- Design and evaluate instructional interventions, teaching strategies, and Individualized Education Programs (IEPs) tailored to students' specific writing difficulties, with or without the use of Information and Communication Technologies (ICT).

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

☐ Design of differentiated instructional approaches based on students' specific difficulties in written language production.

☐ Respect for diversity.

☐ Critical evaluation of teaching approaches related to difficulties in written language production.

☐ Development of a teaching portfolio for individualized and differentiated instruction.

SYLLABUS

Week 1

Course introduction: objectives and thematic units – Teaching and assessment methods. Recommended bibliography.

Thematic Unit 1: Roles and skills of students during the stages of written language production (planning, drafting, revising–improving) in relation to the writing context.

- “Scribe” skills (mechanical skills, handwriting, vocabulary, spelling, and syntax).

Week 2

Thematic Unit 1: Roles and skills of students during the stages of written language production.

- “Author-Creator” skills (goal-setting, idea generation, organization, evaluation) – cognitive and metacognitive skills.

Week 3

Thematic Unit 2: Difficulties in written language production.

- “Scribe” problems – difficulties in mechanical skills:
 - Handwriting (Dysgraphia)
 - Spelling (Dysorthographia)
 - Vocabulary
 - Punctuation, syntax, stress, use of lowercase and uppercase letters

Week 4

Thematic Unit 2: Difficulties in written language production.

- “Author-Creator” problems
 - Difficulties in cognitive and metacognitive skills
 - Difficulties in planning, organizing, and improving ideas

Week 5

Thematic Unit 3: Assessment of difficulties in written language production.

- Forms of formal and informal assessment of students’ writing and corresponding tools.
- Tools and methods for evaluating the final product/text and performance.

Week 6

Thematic Unit 3: Assessment of difficulties in written language production.

- Tools and methods for evaluating metacognition.

Week 7

Thematic Unit 3: Assessment of difficulties in written language production.

- Tools and methods for evaluating mechanical skills.

Week 8

Thematic Unit 4: Supportive teaching and difficulties in written language production.

- Basic principles and instructional actions for effective supportive teaching – design examples.
- Forms of supportive teaching – Cognitive apprenticeship.

Week 9

Thematic Unit 4: Supportive teaching and difficulties in written language production.

- Cognitive strategies (idea generation, organization, and improvement) – facilitative tools.
- Strategies for developing metacognitive skills (collaborative writing, metacognitive monitoring) – facilitative tools.
- Techniques/strategies for supporting mechanical skills (writing techniques, spelling techniques, vocabulary techniques).

Week 10

Thematic Unit 4: Supportive teaching and difficulties in written language production.

- Utilization of multimedia as supportive tools for managing writing difficulties.

Week 11

Thematic Unit 4: Supportive teaching and difficulties in written language production.

- Design, implementation, and evaluation of Individualized Education Programs (IEPs).

Week 12

Student presentations.

Week 13

Student presentations – Review and conclusions.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In-Class Activities • A learning-centered approach / inquiry-based and participatory teaching method. • Study and critical analysis by students of: ○ Student texts reflecting learning difficulties in written language production (as case studies for analysis). ○ Assessment methods and tools for writing skills, as proposed in the international literature. • Student proposals and presentations (individually or in groups) of best practices aimed at linking the assessment of writing skills with learning and the teaching of written language production.											
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in Teaching • Use of software for diagnosing learning difficulties and intervention programs: ○ <i>The World of Lenou</i> (2008) – Intelearn ○ <i>I Write Simply, I Read Easily</i> (2010) – Intelearn ○ <i>Images, Words, Categories</i> (2011) – Intelearn ○ <i>Shape, Size, Color, Space</i> (2011) – Intelearn ○ <i>Rays 4.0</i> (2008) – <i>The Dyslexia CD-ROM</i> (2013) – Intelearn											
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table><tr><th><i>Activity</i></th><th><i>Semester workload</i></th></tr><tr><td>Lectures</td><td>3*13=39</td></tr><tr><td>Independent Study</td><td>61</td></tr><tr><td>Total Course Hours</td><td>100</td></tr><tr><td>Course total</td><td></td></tr></table>		<i>Activity</i>	<i>Semester workload</i>	Lectures	3*13=39	Independent Study	61	Total Course Hours	100	Course total	
<i>Activity</i>	<i>Semester workload</i>											
Lectures	3*13=39											
Independent Study	61											
Total Course Hours	100											
Course total												
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment is conducted in the Greek language and includes the submission of a group assignment portfolio (constituting 20% of additional credit) and written examinations. Submission of the portfolio is optional. Students who submit a portfolio may answer fewer questions on the examinations.											

ATTACHED BIBLIOGRAPHY

- Vamboukas, M. (2004). *Topics in the psychopedagogy of reading*. Atrapos.
- Vasarmidou, D., & Spantidakis, I. (2015). *Teaching and learning written language*. Gutenberg.
- Vlassopoulou, M., Giannetopoulou, A., Diamanti, M., Kirpotin, L., Levanti, E., Leftheri, K., & Sakellariou, G. (2007). *Language difficulties and written language in the context of school learning*. Grigoris.
- Iordanidou, A., & Fterniati, A. (2010). *Communicative teaching proposals for language lessons in primary school*. Athens: Patakis.
- Kostaridou-Eukleidis, A. (2005). *Metacognitive processes and self-regulation*. Ellinika Grammata.
- Kostouli, T. (2009). *Written language in sociocultural contexts: Textual practices and learning processes*. Epikentro.
- Matsaggouras, H. G. (2004). *Text-centered approach to written language, or: After thinking, why don't they write?* Grigoris.
- Panteliadou, S. (2001). *Learning difficulties and educational practice*. Pedio.
- Papadopoulou, S. (2000). *The Whole Language Approach*. Athens: Typothito – G. Dardanos.
- Papaioannou, P., & Patouna, A. (2003). *The summary as a text and a teaching object*. Athens: Ellinika Grammata.
- Spantidakis, I. (2015). *Written language production difficulties of school-aged children*. Pedio.

International References:

- Bereiter, C., & Scardamalia, M. (1987). *The psychology of written composition*. Hillsdale, Lawrence Erlbaum Associates.
- Flower, L. (1994). *The construction of negotiated meaning: A social cognitive theory of writing*. University Press.

B03 12 Learning and Teaching Written Expression through the Use of Multimedia

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	B03 12	SEMESTER	2^o
COURSE TITLE	<i>Learning and Teaching Written Expression through the Use of Multimedia</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures – Student Presentations		3	3
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Elective Course B03		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek Language		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (comprising both coursework and independent study)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> In this course, students become familiar with a variety of digital teaching and learning environments for written expression. The broader aim of the course is to develop knowledge, skills, and attitudes that maximize the effective pedagogical use of ICT in learning and teaching written language, as well as to foster a critical approach to their instructional application regarding their capabilities, limitations, and neutrality. Specifically, upon completion of the course, students are expected to: • Understand the fundamental principles of literacy and multiliteracies pedagogy. • Recognize the influence of the characteristics of digital media (technical features,

fluidity, degree of guidance, cultural context) on written expression and its teaching.

- Interpret how ICT impacts instructional design and learning effectiveness in the teaching of written expression.
- Apply the principles of literacy/multiliteracies pedagogy and the specificities of ICT to design developmentally appropriate instructional approaches and flexible learning environments.
- Transfer these principles to the teaching of various text types/genres (linear, multimodal, and non-linear).
- Identify a range of digital tools (software, Web 2.0 tools, platforms) available for teaching written expression.
- Evaluate the potential and specific characteristics of digital media as cognitive and sociocultural tools in supporting students' cognitive, metacognitive, and communicative skills as writers.
- Adapt digital tools for individualized or differentiated instruction according to the specific needs of students.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Design of effective instructional environments and teaching scenarios.
- Design of instructional environments incorporating ICT.
- Respect for diversity.
- Critical reflection and self-evaluation regarding theoretical and pedagogical approaches and their practical application.
- Development of a teaching portfolio as a tool for flexible language instruction.
- Differentiation and individualization of teaching.

SYLLABUS

Lesson 1: Course introduction: objectives and thematic units – Teaching and assessment methods. Recommended bibliography.

The role and significance of written expression in the era of information and communication technologies (ICT).

Lesson 2: Written language, metacognition, memory, multimedia, and the school context.

Lesson 3: Approaches to teaching written expression and the role of multimedia and Web 2.0 environments.

Lesson 4: Multimedia as cognitive tools for written language production.

Lesson 5: Designing multimedia environments to develop writing skills.

Lesson 6: Mechanical skills in writing and the role of ICT.

Lesson 7: Metacognitive skills in writing and the role of ICT.

Lesson 8: Design, implementation, and evaluation of multimedia and online learning environments for writing.

Lesson 9: Differentiated instruction and multimedia tools for teaching writing.

Lesson 10: Multimedia applications for teaching writing in the first, second, and foreign languages.

Lesson 11: Evaluation of educational software and online environments for the development of writing skills.

Lesson 12: Student presentations – Discussion – Reflection.

Lesson 13: Student presentations – Review and conclusions.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In-Class • A learning-centered, inquiry-based, and participatory teaching approach. • Students work in groups on theoretical assignments or intervention scenarios incorporating ICT. • Throughout the completion of their assignments, students receive support from graduate students and doctoral candidates. • Presentation, discussion, and assessment of the assignments take place in class. • All assignments completed during the semester are submitted in the students' assessment portfolio at the end of the semester.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in Teaching and Educational Software Recommended websites for the use of Web 2.0 tools www.toondoo.com https://storybird.com/ https://bookcreator.com/ https://www.storyjumper.com/user/login https://www.powtoon.com/account/login/ https://web.creaza.com/en/ https://prezi.com/ http://www.dwrean.net/2011/02/hotpotatoes.html http://edu.glogster.com/?ref=com http://www.tagxedo.com/app.html http://www.wordle.net/create https://www.mindomo.com/ https://bubbl.us/ https://en.linoit.com/ https://el.padlet.com/

	http://www.quivervision.com/ https://shotcut.org/ https://adobe-premiere.en.softonic.com/download https://www.voki.com/site/create https://www.thinglink.com/login https://www.makeuseof.com/tag/loogix-free-online-gif-animator/ https://timeglider.com/ Ideo-Kataskeves (Idea Constructions) – Spantidakis (2004) Steps to the Text: http://ediamme.edc.uoc.gr/diaspora2/index.php?multimedia E-learning Portal (Write levels 1–4, Create, and Educational Games): http://elearning.edc.uoc.gr/moodle/	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	3*13=39
	Independent Study	61
	Total Course Hours	100
	Course total	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment is conducted in the Greek language. Assessment includes the submission of a group assignment portfolio (constituting 20% of additional credit). Submission of the portfolio is optional. Written examinations are mandatory. Students who submit a portfolio may answer fewer questions on the examinations.	

ATTACHED BIBLIOGRAPHY

• Spantidakis, I. (2010). <i>Socio-cognitive multimedia learning environments for written language production: From theory to practice</i>. Gutenberg. • Kostouli, T. (2009). <i>Written language in sociocultural contexts</i>. Epikentro. • Mikropoulos, T., & Bellou, I. (2010). <i>Teaching scenarios with computers</i>. Epikentro. • Fesakis, G. (2019). <i>Introduction to digital technologies applications in education: From information and communication technologies (ICT) to digital competence and computational thinking</i>. Gutenberg. • DeVoss, D. N., Eidman-Aadahl, E., & Hicks, T. (2010). <i>Because digital writing matters: Improving student writing in online and multimedia environments (1st ed.)</i>. Jossey-Bass.

- *Thomas, M., Reinders, H., & Warschauer, M. (2013). Contemporary computer-assisted language learning. Bloomsbury.*
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B03 13 Y Learning and Teaching Written Language

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	B03 13 Y	SEMESTER	4th
COURSE TITLE	<i>Learning and Teaching Written Language</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures – Student Presentations		3	3
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area/Background (compulsory)		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek Language		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (comprising both coursework and independent study)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> The aim of the course is to help students become aware of the complexity of written language as a teaching subject and the necessity for instructional interventions that are systematic and evidence-based. Within this framework, the course seeks to develop students' knowledge of contemporary theoretical approaches to written language and their skills in designing, implementing, and evaluating effective teaching and learning environments based on the principles derived from these theoretical approaches. Specifically, upon completion of the course, students are expected to: • Understand contemporary theoretical approaches related to the learning and teaching of written language.

- Adequately describe the principles derived from these theoretical approaches for designing effective teaching and learning environments for written language.
- Design and evaluate cognitive apprenticeship environments and corresponding teaching scenarios.
- Employ a variety of strategies and facilitative tools in the teaching and learning of written language.
- Adapt strategies and facilitative/supportive tools for differentiated or individualized instruction.
- Understand the significance of written language for the development of metacognition, critical thinking, and student empowerment.
- Apply instructional principles, strategies, and supportive tools to teaching various text types/genres in the school context.
- Extend their instructional practices from written language production to comprehension and vice versa, within the framework of the interactive relationship between these two sub-skills.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Design of effective instructional environments.
- Respect for student diversity.
- Critical reflection and self-evaluation regarding theoretical and pedagogical approaches and their practical application.
- Development of a teaching portfolio as a tool for flexible language instruction.
- Differentiation and individualization of teaching.
- Promotion of teamwork and collaborative learning.

SYLLABUS

Lesson 1: Course introduction: objectives and thematic units – Teaching and assessment methods. Recommended bibliography.

- The contribution of written language to the development of metacognitive skills, the promotion of school knowledge, and the improvement of students' social status as writers.

Lesson 2: The role of metacognition and working memory in written language production and comprehension.

Lesson 3: The relationship between reading and writing. Written language and the information and communication society.

Lesson 4: Reading, writing, and the Internet.

Lesson 5: Traditional and contemporary approaches to written language.

Lesson 6: Theories and models of reading and written language production.

Lesson 7: Contemporary sociocultural and socio-cognitive approaches to written language.

Lesson 8: Text types. Text-centered and process-oriented approaches. Phases of writing production – writing and reading strategies.

Lesson 9: Literacy. Types of literacy. Designing literacy events.

Lesson 10: Principles for designing learning and teaching environments for written language within the framework of cognitive apprenticeship.

Lesson 11: Collaborative writing and reading. Student presentations.

Lesson 12: The teacher's role and the importance of procedural scaffolding in teaching written language. Student presentations.

Lesson 13: Student presentations – Review and conclusions.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In-Class Activities • A learning-centered, inquiry-based, and participatory teaching approach. • Students work in groups on theoretical assignments or intervention scenarios incorporating ICT. • Throughout the completion of their assignments, students receive support from graduate students and doctoral candidates. • Presentation, discussion, and assessment of the assignments take place in class. • All assignments completed during the semester are submitted in the students' assessment portfolio at the end of the semester.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Χρήση ΤΠΕ στη διδασκαλία Ιδεοκατασκευές (2004). Σπαντιδάκης. Intelearn ΠΑΩ Α ΔΗΜΟΤΙΚΟΥ (2009) Intelearn ΠΑΩ Β ΔΗΜΟΤΙΚΟΥ (2009) Intelearn ΠΑΩ Γ ΔΗΜΟΤΙΚΟΥ (2009) Intelearn ΠΑΩ Δ ΔΗΜΟΤΙΚΟΥ (2009) Intelearn ΠΑΩ Ε ΔΗΜΟΤΙΚΟΥ (2009) Intelearn ΠΑΩ ΣΤ ΔΗΜΟΤΙΚΟΥ (2010) Intelearn	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-</i>	Activity	Semester workload
	Lectures	3*13=39
	Independent Study	61
	Total Course Hours	100
	Course total	

directed study according to the principles of the ECTS	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment is conducted in the Greek language and includes the submission of a group assignment portfolio (accounting for 20% additional credit) and written examinations. Submission of the portfolio is optional. Students who submit a portfolio may answer fewer questions in the written examinations.

ATTACHED BIBLIOGRAPHY

• Vamboukas, M. (2004). <i>Topics in the psychopedagogy of reading</i>. Atrapos. • Vasarmidou, D., & Spantidakis, I. (2015). <i>Teaching and learning written language</i>. Gutenberg. • Iordanidou, A., & Fterniati, A. (2010). <i>Communicative teaching proposals for language lessons in primary school</i>. Patakis. • Kostaridou-Eukleidis, A. (2005). <i>Metacognitive processes and self-regulation</i>. Ellinika Grammata. • Kostouli, T. (2009). <i>Written language in sociocultural contexts: Textual practices and learning processes</i>. Epikentro. • Matsaggouras, H. G. (2004). <i>Text-centered approach to written language, or: After thinking, why don't they write? : Grigoris</i>. • Papadopoulou, S. (2000). <i>The Whole Language Approach</i>. Typothito – G. Dardanos. • Papaioannou, P., & Patouna, A. (2003). <i>The summary as a text and a teaching object</i>. Ellinika Grammata. • Bereiter, C., & Scardamalia, M. (1987). <i>The psychology of written composition</i>. Hillsdale, NJ: Lawrence Erlbaum Associates. • Flower, L. (1994). <i>The construction of negotiated meaning: A social cognitive theory of writing</i>. Southern Illinois: University Press.

B03 14 Literacy and New Technologies in the Context of Greek as a Second and Foreign Language

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	B03 14	SEMESTER	4
COURSE TITLE	<i>Literacy and New Technologies in the Context of Greek as a Second and Foreign Language</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures – Student Presentations		3	3
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Elective Course		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek Language		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (comprising both coursework and independent study)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> This course highlights how Information and Communication Technologies (ICT) influence the teaching of language as a second and foreign language: how they have led to the formulation of new pedagogical and linguistic theories and how they have contributed to the adaptation of teaching methods. The broader aim is to familiarize students with the benefits of ICT in the field of literacy for Greek as a foreign and second language, to build knowledge and skills, and to foster a positive attitude, enabling them to integrate ICT into their future everyday teaching practice.

Specifically, upon completion of the course, students are expected to:

- Understand contemporary theories of literacy in the context of second and foreign language learning.
- Comprehend how ICT influences instructional design and learning effectiveness in this field, taking into account the focus of teaching (tutoring, socio-cognitive, socio-cultural tools).
- Evaluate and compare digital environments designed by the Laboratory of Intercultural and Migration Studies (EDIAMME) for teaching and learning Greek as a second and foreign language, as well as other Web 2.0 educational environments.
- Design cognitive apprenticeship environments and teaching scenarios in the field of Greek as a second and foreign language using ICT.
- Select the most appropriate digital environment for their teaching, providing justification for their choice.
- Adapt digital tools designed for teaching and learning Greek as a second and foreign language to the specific goals of their instruction.
- Apply digital tools to individualize or differentiate their teaching according to the specific needs of their students.
- Identify elements, omissions, or distortions in digital tools regarding the principles of designing teaching and learning environments for written language, as derived from literacy theories in the field of second/foreign language.

General Competences

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

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

- Design of effective instructional environments and teaching scenarios.
- Respect for diversity and multiculturalism.
- Critical reflection and self-evaluation regarding theoretical and pedagogical approaches and their practical application.
- Development of a teaching portfolio as a tool for flexible language instruction.
- Differentiation and individualization of teaching.

SYLLABUS

Lesson 1: Course introduction: objectives and thematic units – Teaching and assessment methods. Recommended bibliography.

- Literacy as a socio-cultural-psychological phenomenon. Psycholinguistic, sociolinguistic, and humanistic theories of literacy in a second language (L2).

Lesson 2: Similarities and differences in writing between the first language (L1) and L2.

Lesson 3: Computer-Assisted Language Learning. Historical overview and contemporary interdisciplinary approaches to literacy in L2.

Lesson 4: Information and Communication Technologies (ICT) and literacy in L2.

Lesson 5: The role of ICT as communicative tools. Synchronous and asynchronous communication.

Lesson 6: Using ICT as tutoring tools in the field of Greek as a second and foreign language.

Lesson 7: Hypertexts, hypermedia, and written language. The role of ICT as socio-cognitive tools.

Lesson 8: Principles of pedagogical design for online literacy learning environments.

Lesson 9: Literacy strategies and ICT. Contemporary online literacy environments. Design and development of literacy learning environments in L2.

Lesson 10: Evaluation of literacy learning environments in L2.

Lesson 11: Literacy teaching scenarios – Student presentations.

Lesson 12: Student presentations – Discussion – Reflection.

Lesson 13: Student presentations – Review and conclusions.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In-Class Activities: • A learning-centered, inquiry-based, and participatory teaching approach. • Students propose and present best practices from the Greek diaspora. • Students are divided into groups and undertake theoretical assignments or intervention scenarios using ICT. • Throughout the completion of their assignments, students receive support from graduate students and doctoral candidates. • Presentation, discussion, and assessment of the assignments take place in class. • All assignments completed during the semester are submitted in the students' assessment portfolio at the end of the semester.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, including EDIAMME educational software and online learning environments (http://elearning.edc.uoc.gr/moodle/) E-Learning Portal http://elearning.edc.uoc.gr/moodle/ Margarita 1, 2, 3, 4, 5, 6, 7: http://ediamme.edc.uoc.gr/diaspora2/index.php?multimedia Kathow megalonoume sto kosmo ton ellinikon: http://ediamme.edc.uoc.gr/diaspora2/index.php?multimedia

	Alfavitohora: http://ediamme.edc.uoc.gr/diaspora2/index.php?multimedia Diavazo grafo tragoudo: http://ediamme.edc.uoc.gr/diaspora2/index.php?multimedia Milo kai grafo ellinika: http://ediamme.edc.uoc.gr/diaspora2/index.php?multimedia Vimata prow to keimeno http://ediamme.edc.uoc.gr/diaspora2/index.php?multimedia <u>Web 2.0 tools for teaching written language production and comprehension</u>	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	3*13=39
	Independent Study	61
	Total Course Hours	100
	Course total	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment is conducted in Greek and includes the submission of a group assignment portfolio (accounting for 20% additional credit) and written examinations. Submission of the portfolio is optional. Students who submit a portfolio may answer fewer questions in the written examinations.	

ATTACHED BIBLIOGRAPHY

- Cummins, J. (2001). <i>Negotiating Identities</i>. Gutenberg. - Koutsoyiannis, D., & Arapoulou, M. (2009). <i>Literacy, New Technologies, and Education</i>. Zisis. - Spantidakis, I., & Vassarmidou, D. (2014). <i>Guide to Differentiated Teaching of Greek as a Second/Foreign Language and Elements of History and Culture</i>. E.DIA.M.ME. - Spantidakis, I., & Vassarmidou, D. (2015). <i>Online Learning Environments for Written Language in the Greek Diaspora</i>. Gutenberg. - Chatzidakis, A., Spantidakis, I., & Anastasiadis, P. (2014). <i>Greek Language Education and E-Learning in the Diaspora: Design and Development of an Online Learning Environment</i>. E.DIA.M.ME.

- August, D., & Shanahan, T. (2008). *Developing Reading and Writing in Second-Language Learners: Lessons From the Report of the National Literacy Panel on Language-Minority Children and Youth*. Routledge.
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- Kroll, B. (Ed.) (2006). *Exploring the Dynamics of Second Language Writing*. Cambridge University Press.
- Kucer, S., & Silva, C. (2006). *Teaching the Dimensions of Literacy*. Erlbaum.
- Manchón, R. (Ed.) (2009). *Writing in Foreign Language Contexts: Learning, Teaching, and Research*. Multilingual Matters.
- Silva, T., & Matsuda, P. (Eds.) (2001). *On Second Language Writing*. Lawrence Erlbaum Associates.

B03 15 Topics in Educational Psychology

GENERAL

SCHOOL	EDUCATIONAL SCIENCES		
ACADEMIC UNIT	PEDAGOGICAL DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	B03 15	SEMESTER	6th and 8th
COURSE TITLE	<i>Topics in Educational Psychology</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
PREREQUISITE COURSES:	B03 Π01 (Y)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES, with personal study and assignment in English		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/136/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
The course examines the psychological factors that influence learning and well-being in educational settings, with emphasis on the mediating and moderating variables that shape students' academic experience. Upon successful completion of the course, students will be able to: • Understand key theories and concepts in Educational Psychology. • Analyze factors that affect learning and teaching. • Evaluate strategies that enhance learning and academic performance. • Apply scientific knowledge from Educational Psychology to real educational environments.

- Present and critically assess scientific knowledge in the field.
- Deepen their understanding of advanced concepts in Educational Psychology.
- Strengthen their ability to apply psychological principles to complex classroom situations.
- Develop skills to evaluate and select evidence-based strategies for enhancing learning and well-being
- Enhance their capacity to integrate theoretical perspectives with practical decision-making in educational settings.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Ability to analyze and synthesize information
- Critical and reflective thinking
- Problem-solving skills in educational contexts
- Application of theoretical knowledge in practical and experiential settings
- Ability to work independently and collaboratively
- Skills in searching, analyzing, and evaluating scientific information using appropriate sources and technologies
- Communication skills: presenting and justifying scientific arguments in oral and written form
- Decision-making skills based on scientific evidence
- Awareness of issues related to well-being, differentiation, and inclusion in educational environments

SYLLABUS

Week 1: Introduction to Educational Psychology – Key concepts and applications

Week 2: Motivation and Self-Efficacy in Learning – Effects on engagement and performance

Week 3: Basic psychological needs and their role in learning and teaching

Week 4: Classroom Management and School Climate – Strategies for promoting positive behaviors

Week 5: The teacher's role in providing psychological support to students

Week 6: Collaboration among teachers, parents, and the school – Influence of the social and cultural context

Week 7: Assessment of learning outcomes and instructional practices

Week 8: Educational Psychology in the Digital Era – Adapting to modern learning technologies

Week 9: Contemporary Issues in Educational Psychology

Week 10: Psychological Well-Being and Support in School Settings

Week 11: Diversity, Inclusion and Culturally Responsive Practices
Week 12: Integrating Educational Psychology Research into Teaching Practice
Week 13: Course summary and discussion: Future directions in Educational Psychology

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures Workshops Group discussions Case studies	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	• Use of ICT in teaching. • Video viewing (researchers, experiments, etc.) • Learning process through PowerPoint presentations, (Examples, Case Studies, Figures-Diagrams-Tables), • Electronic communication with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures 3 X 13	39
	Essays presentations	25
	Final Work	36
	Independent Study	25
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Students' evaluation based on the quality of their own presentation and their own assignment at the end of the semester.	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Durwin, C. C. & Reese-Weber, M. (2024). Εκπαιδευτική Ψυχολογία: Θεωρία και Εφαρμογές. Α., Βάσιου, & Θ., Τουλούπη (Επιμ.). Τζιόλα. ISBN: 978-618-221-048-2. Κωδικός Βιβλίου στον Εύδοξο: 122080684

- Related academic journals:

Bavela, C.-A., Pachiti, I., Vasiou, A., & Dimitropoulou, P. (2025). Secondary school teachers' emotional intelligence and conflict management with adolescents in the classroom. *Psychology. The Journal of the Hellenic Psychological Society*, 30(1), 6–37.

- Mavrogianni, A., Vasilaki, E., Linardakis, M., Vasiou, A., & Mastrothanas, K. (2025). Interactive multimedia environment intervention with learning anxiety and metacognition as achievement predictors. *Psychology International*, 7(1), 2.
- Vasiou, A., Vasilaki, E., Mastrothanas, K., & Galanaki, E. (2024). Emotional intelligence and university students' happiness: The mediating role of basic psychological need satisfaction. *Psychology International*, 6(4), 855–867.
- Michou, A., Mouratidis, A., Vassiou, A., Stavropoulos, V., Tzika, V., & Kokolakis, D. (2023). Taking their perspective: Students' reasons and aims of achievement striving in their own words. *Social Psychology of Education*, 26(5), 1391–1416.
- Xafakos, E., Vasiou, A., Stavropoulos, V., & Tzika, V. (2023). Investigating the relationship between Greek primary teachers' self-efficacy and openness to new ideas and practices. *Facta Universitatis: Teaching, Learning and Teacher Education*, 7(1), 57–63.
- Xafakos, E., Tzilou, G., Pasiopoulos, G., & Vasiou, A. (2024). Primary teachers' perceptions of the usefulness and implementation of asynchronous online learning after the pandemic. In *Proceedings of the 12th International Conference on Open & Distance Learning (ICODL 2023)*, 3, 52–68.
- Touloupis, T., Sofos, A., & Vasiou, A. (Eds.). (2025). *Students' Online Risk Behaviors: Psychoeducational Predictors, Outcomes, and Prevention*. IGI Global.
- Vasiou, A., Mouratidis, A., Michou, A., Touloupis, T. & Psychoudaki M. (2025). Teachers' Emotion Regulation and Anger Profiles as Predictors of Classroom Management Practices. *European Journal of Education*, 60(3), e70074.

B03 16 Academic Writing Strategies

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	B03 16	SEMESTER	
COURSE TITLE	<i>Academic Writing Strategies</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	3
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Elective course		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (including assignments and independent study)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
The aim of this course is to familiarize students with the process of writing a scientific/academic paper and to develop knowledge and strategies for critical-reflective reading and writing of academic texts. Specifically, students will practice strategies for composing a scientific paper through literature search and the use of academic databases. Emphasis is placed on the importance of avoiding plagiarism, using appropriate academic language, correctly citing sources, and completing a scientific work. Upon successful completion of the course, students will be able to:

- Search for bibliographic sources using academic databases.
- Identify the structural elements of an academic text during reading and adopt them using an appropriate academic style in writing.
- Describe, analyze, and present convincing arguments in academic writing while adopting a critical stance toward academic texts.
- Follow the ethical code governing scientific work.
- Apply best practices in academic writing to avoid committing plagiarism.
- Use appropriate scholarly language, structural elements, stylistic, and lexical choices in the writing of a scientific paper.
- Correctly cite bibliographic sources.
- Develop knowledge and skills in academic writing.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

By participating in the course, students will also develop the following skills:

- Synthesis of information, including the use of necessary technologies.
- Independent work and self-directed learning.
- Teamwork and collaborative project work.
- Adaptation to new situations and contexts.
- Decision-making and problem-solving.
- Critical thinking and self-reflection.
- Processing and understanding of new terminology.
- Generation of research ideas and scientific inquiry.

SYLLABUS

- Introduction: What is academic writing? Types of academic texts.
- Literature Search in Databases: Practical application.
- Literature Review and Bibliography Extraction: Practical application.
- Reading Strategies for Academic Texts: Analysis of structural elements and lexical-grammatical style of academic texts.
- From Critical Reading to Academic Writing: The role of metacognition.
- Scientific Writing: Key features and presentation of scientific papers.
- Steps in Writing a Scientific Paper: Structure of the paper (Abstract, Introduction, Methodology, Results, Discussion) – Practical application.
- Strategies for Planning, Organizing, Drafting, and Revising an Academic Paper.

- Development of Metacognitive Writing Skills: Practical application.
- Plagiarism and Ethics in Scientific Writing.
- Systems for Recording Bibliography: In-text citations and formatting the references section – Practical application.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	• Face-to-face instruction in the classroom, library, and computer lab. • Practical exercises and hands-on activities take place using computers for literature searches, text analysis, and drafting academic papers. • Opportunities for guided practice, discussion, and immediate feedback from instructors.										
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	Use of ICT in Teaching: • Supporting the learning process through the electronic platform e-class. • Facilitating electronic communication with students for guidance, feedback, and discussion.										
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	<table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>3*13=39</td></tr><tr><td>Independent Study</td><td>61</td></tr><tr><td>Total Course Hours</td><td>100</td></tr><tr><td>Course total</td><td></td></tr></table>	Activity	Semester workload	Lectures	3*13=39	Independent Study	61	Total Course Hours	100	Course total	
Activity	Semester workload										
Lectures	3*13=39										
Independent Study	61										
Total Course Hours	100										
Course total											
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	• Conducted in Greek. • Includes the submission of a group portfolio of assignments (optional) that can contribute an additional 20% to the final grade. • Written exams are mandatory. • Students who submit a portfolio may answer fewer questions in the written exams.										

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

- Andreadakis, N. & Vamboukas, M. (2011). *Guide for the Preparation and Writing of a Research Paper, Seminar Paper, Bachelor's or Master's Thesis*. K.Th. Bampalis Monoprosopi I.K.E.
- Book Code in Eudoxus: 86056420

- *Theofilidis, Ch. (2005). Writing a Scientific Paper: From Theory to Practice.: Typothito.*
- *Book Code in Eudoxus: 33153103*
- *Evdoridou, E. & Karakasidis, Th. (2017). Academic Writing (3rd edition). Tziolas.*
- *Book Code in Eudoxus: 68391268*
- *Venianaki, Aikaterini & Georgiadi, Maria (2021). Writing a Scientific Paper in Social and Humanities Sciences. Dardanos O.E.*
- *Book Code in Eudoxus: 102071705*

B03 17 Research methods in Educational Psychology

GENERAL

FACULTY	EDUCATIONAL SCIENCES		
DEPARTMENT	PEDAGOGICAL DEPARTMENT OF PRIMARY EDUCATION		
COURSE LEVEL	Undergraduate		
COURSE CODE	B03 17	SEMESTER	6 th and 8 th
COURSE TITLE	<i>Research methods in Educational Psychology</i>		
INDEPENDENT TEACHING ACTIVITIES	TEACHING HOURS PER WEEK		CREDIT UNITS
	3		5
COURSE TYPE	Scientific Area		
PREREQUISITES:	B03 Π01 (Υ)		
LANGUAGE OF TEACHING:	Greek		
ERASMUS STUDENTS	YES, with personal study and assignment in English		
(URL)	https://eclass.edc.uoc.gr/courses/PTDEU290/		

LEARNING OUTCOMES

Learning outcomes
The seminar aims to examine research methods in Educational Psychology. After completing the seminar, students are expected to: • Identify and understand key research questions in the fields of teaching and learning. • Distinguish between different types of empirical research in educational psychology (quantitative, qualitative, mixed methods). • Select and describe appropriate data collection tools and research designs. • Analyze and interpret empirical data relevant to educational settings. • Critically evaluate the quality, rigor, and validity of research articles in educational psychology. • Conduct literature searches and cite sources using appropriate academic referencing conventions. • Recognize and apply ethical principles in conducting educational research.
General Abilities
- Creative – scientific thinking - Autonomous work - Teamwork - Adaptation to new situations - Decision making - Social, professional and moral responsibility and sensitivity to gender issues - Exercise criticism and self-criticism - Search, analysis and synthesis of data and information, using the necessary technologies

Course Contents

Week 1: Introduction to research in teaching and learning – scope and purpose of educational psychology research
Week 2: Ethical considerations in educational research
Week 3: Variables, operational definitions, and measurement tools
Week 4: Quantitative research designs in educational psychology
Week 5: Qualitative research approaches – interviews, observations, thematic analysis
Week 6: Mixed methods research – rationale, designs, integration of data
Week 7: Sampling techniques and recruitment in educational settings
Week 8: Data collection tools – questionnaires, tests, rating scales
Week 9: Data analysis in quantitative research – basic statistical reasoning
Week 10: Data analysis in qualitative research – coding and interpretation
Week 11: Evaluating research quality – validity, reliability, credibility
Week 12: Writing a research report – structure, academic argumentation, referencing
Week 13: Synthesis and discussion – applying research methods to real educational questions

TEACHING AND LEARNING METHODS-EVALUATION

METHODS OF TEACHING	Lectures Workshops Group discussions Case studies			
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	• Use of ICT in teaching. • Video viewing (researchers, experiments, etc.) • Learning process through PowerPoint presentations, (Examples, Case Studies, Figures-Diagrams-Tables) • Electronic communication with students.			
TEACHING ORGANIZING	Activity	Semester Work	ECTS	
	Lectures 3 X 13	39	1,56	
	Essays presentations	25	1	
	Final Work	36	1,44	
	Independent Study	25	1	
	Course Set	125	5	
EVALUATION	Students' evaluation based on the quality of their own presentation and their own assignment at the end of the semester.			

RECOMMENDED BIBLIOGRAPHY

Suggested bibliography for Eudoxus:

Passer, W. M. (2025). Μέθοδοι Έρευνας: Έννοιες και Συνδέσεις. Α., Βάσιου, Ι., Δημάκος, Κ., Καφέτσιος, Μ., Λιναρδάκης, Π., Μεταλλίδου, & Η., Τσακανίκος (Επιμ.). Gutenberg. ISBN: 978-960-01-2664-8. Κωδικός Βιβλίου στον Εύδοξο: 143552554

Bryman, A. (2017). Μέθοδοι Κοινωνικής Έρευνας. Gutenberg.

Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2018). Οι Ερευνητικές Μέθοδοι στην Ψυχολογία. Gutenberg.

Other bibliography:

Creswell, J. W. (2016). Η έρευνα στην εκπαίδευση. Σχεδιασμός, διεξαγωγή και αξιολόγηση της ποσοτικής και ποιοτικής έρευνας. Αθήνα: Ίων/Ελλην.

Ίσαρη, Φ., & Πουρκός, Μ. (2015). Ποιοτική Μεθοδολογία Έρευνας. Εφαρμογές στην Ψυχολογία και στην Εκπαίδευση. Αθήνα: Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγγράμματα και Βοηθήματα.

Mertens, D. (2009). Έρευνα και αξιολόγηση στην εκπαίδευση και την ψυχολογία. Αθήνα: Μεταίχμιο.

B03 18 Moral, Social and Emotional Learning

GENERAL

FACULTY	EDUCATIONAL SCIENCES		
DEPARTMENT	PEDAGOGICAL DEPARTMENT OF PRIMARY EDUCATION		
COURSE LEVEL	Undergraduate		
COURSE CODE	B03 18	SEMESTER	5th – 8th
COURSE TITLE	<i>Moral, Social and Emotional Learning</i>		
INDEPENDENT TEACHING ACTIVITIES		TEACHING HOURS PER WEEK	CREDIT UNITS
		3	5
COURSE TYPE	Scientific Area		
PREREQUISITES:			
LANGUAGE OF TEACHING:	Greek		
ERASMUS STUDENTS	YES, with personal study and assignment in English		
(URL)	https://eclass.edc.uoc.gr/courses/141/		

LEARNING OUTCOMES

Learning outcomes
The course aims to study moral, social and emotional learning, with a focus on cultivating students' relevant skills. After completing the seminar, students are expected to: • Understand key concepts of moral development, social competence, and emotional learning. • Analyze major theoretical approaches to moral, social, and emotional development. • Recognize the role of SEL (Social and Emotional Learning) in promoting student well-being. • Apply SEL principles to design supportive educational environments. • Evaluate programs and practices that strengthen students' social and emotional competencies. • Demonstrate awareness of diversity, inclusion, and ethical issues in SEL implementation.
General Abilities
- Creative – scientific thinking - Autonomous work - Teamwork - Adaptation to new situations - Decision making - Social, professional and moral responsibility and sensitivity to gender issues - Exercise criticism and self-criticism - Search, analysis and synthesis of data and information, using the necessary technologies

Course Contents

Week 1: Introduction to moral, social, and emotional learning – Concepts and definitions
Week 2: Theories of moral development (Piaget, Kohlberg, Eisenberg)
Week 3: Social competence and prosocial behavior in children
Week 4: Emotional development and emotion regulation
Week 5: Frameworks of Social and Emotional Learning (e.g., CASEL)
Week 6: Empathy, perspective-taking, and interpersonal relationships
Week 7: Classroom climate and teacher–student relationships
Week 8: Designing SEL activities and curricula
Week 9: Supporting minority students and culturally responsive SEL
Week 10: Managing conflict and promoting peaceful classroom interactions
Week 11: SEL and student mental health – Prevention and intervention
Week 12: Evaluating SEL programs – Tools and methods
Week 13: Course summary and final evaluation

TEACHING AND LEARNING METHODS-EVALUATION

METHODS OF TEACHING	Lectures Workshops Group discussions Case studies																				
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	• Use of ICT in teaching. • Video viewing (researchers, experiments, etc.) • Learning process through PowerPoint presentations, (Examples, Case Studies, Figures-Diagrams-Tables), • Electronic communication with students.																				
TEACHING ORGANIZING	<table><tr><th>Activity</th><th>Semester Work</th><th>ECTS</th></tr><tr><td>Lectures 3 X 13</td><td>39</td><td>1,56</td></tr><tr><td>Essays presentations</td><td>25</td><td>1</td></tr><tr><td>Final Work</td><td>36</td><td>1,44</td></tr><tr><td>Independent Study</td><td>25</td><td>1</td></tr><tr><td>Course Set</td><td>125</td><td>5</td></tr></table>	Activity	Semester Work	ECTS	Lectures 3 X 13	39	1,56	Essays presentations	25	1	Final Work	36	1,44	Independent Study	25	1	Course Set	125	5		
Activity	Semester Work	ECTS																			
Lectures 3 X 13	39	1,56																			
Essays presentations	25	1																			
Final Work	36	1,44																			
Independent Study	25	1																			
Course Set	125	5																			
EVALUATION	Students' evaluation based on the quality of their own presentation and their own assignment at the end of the semester.																				

RECOMMENDED BIBLIOGRAPHY

Suggested bibliography for Eudoxus:

Βάσιου, Α., & Πούλιου Α. (2021). Ηθική Νοημοσύνη: Καλλιέργεια ηθικής σκέψης και ηθικής συμπεριφοράς στο σχολείο. Εκδόσεις Πεδίο.

Kress, J. S., & Elias, M. J. (2021). Καλλιεργώντας τον χαρακτήρα των μαθητών: Καθημερινές διδακτικές δραστηριότητες για την προώθηση της κοινωνικο-συναισθηματικής μάθησης. Gutenberg

Other bibliography:

A. In Greek

Βάσιου, Α., Ανδρονικίδου, Η-Φ., Κρασανάκη, Α., & Τάνταρος, Σ. (2023). Η ενσυναίσθηση στην εφηβεία: τύποι γονέων και ατομικοί παράγοντες παιδιών και γονέων ως προβλεπτικοί παράγοντες. *Επιστήμες της Αγωγής*, 1, 59-79.

Βάσιου, Α., Ξαφάκος, Ε., Λεζγίδου, Α., Θεοφανίδου, Ι., & Γρηγοράς, Γ. (2020). Ενσυναίσθηση, διαχείριση του θυμού και προκοινωνικές/επιθετικές συμπεριφορές μαθητών δημοτικού σχολείου. *Εκπαίδευση & Επιστήμες / Σχολή Θετικών Επιστημών Πανεπιστημίου Θεσσαλίας*, Ειδική Έκδοση.

Krasanaki A., Vasiou A., & Tantaros Σ. (2022). Parenting styles and social behavior of children and adolescents. *Psychology: The Journal of the Hellenic Psychological Society*, 27(1), 142–160.

Χατζηχρήστου, Χ. Γ. (2011). Κοινωνική και συναισθηματική αγωγή: Προσχολική και πρώτη σχολική ηλικία (Νηπιαγωγείο, Α' και Β' Δημοτικού). Αθήνα: Τυπωθήτω – Γιώργος Δαρδανός.

Χατζηχρήστου, Χ. Γ. (2011). Κοινωνική και συναισθηματική αγωγή: Πρωτοβάθμια εκπαίδευση (Τάξεις Γ', Δ' και ΣΤ' Δημοτικού). Αθήνα: Τυπωθήτω – Γιώργος Δαρδανός.

B. In English

Ashdown, D. M., & Bernard, M. E. (2012). Can explicit instruction in social and emotional learning skills benefit the social-emotional development, well-being, and academic achievement of young children? *Early Childhood Education*, 39, 397–405.

Clarcken, R. H. (2010). Considering Moral Intelligence as Part of a Holistic Education. Online Submission.

DiPerna, J. C., Lei, P., Cheng, W., Hart, S. C., & Bellinger, J. (2018). A cluster randomized trial of the Social Skills Improvement System-Classwide Intervention Program (SSIS-CIP) in first grade. *Journal of Educational Psychology*, 110(1), 1.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, 82(1), 405-432.

Eklund, K., Kilpatrick, K. D., Kilgus, S. P., & Haider, A. (2018). A systematic review of state-level social-emotional learning standards: Implications for practice and research. *School Psychology Review*, 47(3), 316-326.

Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American psychologist*, 58(6-7), 466.

Gresham, F., Elliott, S., Metallo, S., Byrd, S., Wilson, E., Erickson, M., Cassidy, K., & Altman, R. (2020). Psychometric fundamentals of the social skills improvement system: Social-emotional learning edition rating forms. *Assessment for Effective Intervention*, 45(3), 194–209.

Jones, S. M., & Bouffard, S. M. (2012). Social and Emotional Learning in Schools: From Programs to Strategies. Social Policy Report. Volume 26, Number 4. Society for Research in Child Development.

Kress, J. S., & Elias, M. J. (2021). Καλλιεργώντας τον χαρακτήρα των μαθητών: Καθημερινές διδακτικές δραστηριότητες για την προώθηση της κοινωνικο-συναισθηματικής μάθησης. Gutenberg

Lapsley, D., & Woodbury, R. (2016). Moral-character development for teacher education. *Action in teacher education*, 38(3), 194-206.

- Li, L., Flynn, K. S., DeRosier, M. E., Weiser, G., & Austin-King, K. (2021, June). Social-Emotional Learning Amidst COVID-19 School Closures: Positive Findings from an Efficacy Study of Adventures Aboard the SS GRIN Program. In *Frontiers in Education* (Vol. 6, p. 213). Frontiers.
- Narvaez, D., & Lapsley, D. K. (2008). Teaching moral character: Two alternatives for teacher education. *The Teacher Educator*, 43(2), 156-172.
- Poulou, M. (2007). Social resilience within a social and emotional learning framework: The perceptions of teachers in Greece. *Emotional and Behavioural Difficulties*, 12(2), 91-104.
- Watson, M. (2006). Long-term effects of moral/character education in elementary school: In pursuit of mechanisms. *Journal of Character Education*, 4(1/2), 1.

B05 Special Education

B05 03 Y Developmental Disorders

GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	B05 03 Y	SEMESTER	3 rd
COURSE TITLE	Developmental Disorders		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		Lectures: 3 hours/week	4 ECTS
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Compulsory Elective – Scientific Field		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English, through written assignments and individual study)		
COURSE WEBSITE (URL)	-		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
This course constitutes the core introductory course in Developmental Psychopathology. Upon successful completion of the course, students will be able to: • Describe and compare basic concepts of the scientific field, the principles of major developmental theories, and the evolution of psychopathology models and approaches to child psychopathology.

- Provide examples of the application of theoretical principles in hypothetical teaching and learning environments, in relation to students' age and developmental level.
- Understand the distinction between Taxonomic Models (categorical vs. spectrum/dimensional models) and contemporary Transactional/Relational Models.
- Understand the distinction between intra-personal and inter-personal psychic dynamics in childhood and adolescence as distinct yet interconnected developmental phases.
- Understand basic forms of psychopathological phenomena and associated risk factors.
- Identify motivational causes underlying students' behaviors.
- Search for and critically examine research data related to psychopathological phenomena and risk factors.
- Describe and compare the internal dynamics and interconnections of different psychopathological phenomena across developmental stages and ages.
- Propose practical strategies and methods aimed at the effective prevention and management of difficulties within the classroom context.
- Critically evaluate the appropriateness and effectiveness of proposed educational interventions.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Ability to recognize fundamental and innovative classification models of psychopathology (scientific and analytical reasoning).
- Ability to identify existing disorders based on contemporary approaches to psychopathology.
- Ability to recognize the differentiated dynamics of disorders according to developmental stage (differentiated and developmental thinking).

SYLLABUS

- Psychopathological developmental trajectories, resilience, and mental health in childhood and adolescence
- Early and late risk factors for the development of disorders
- Models of psychopathology and classification:
 - Individual characteristics
 - Systemic and transactional interpersonal models
 - Taxonomic models (categorical, relational, dimensional/spectrum)
- Family and psychopathology: stress-related factors
- Psychopathology and school: forms and types of disorders

- Anxiety disorders: characteristics, forms, and intervention approaches
- Depression and dysthymia: characteristics, forms, and intervention approaches
- Autism Spectrum and Communication Disorders: forms and psychosocial functioning
- Disruptive behaviors and hyperactivity: characteristics and interventions
- Adolescence and psychopathology: eating disorders, suicidal tendencies, antisocial behaviors
- Prevention and intervention models (school, individual, group, family level)
- Case studies

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching, supported by PowerPoint presentations and video projections	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of e-learning platforms and class web	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures – Interactive discussions based on case studies	39 hours
	Independent Study	61 hours
	Course total	100 hours (4 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	• Assessment conducted in Greek • Final written examination • Methods include: ○ Multiple-choice questions ○ Double-choice questions • Final exam accounts for 100% of the final grade Evaluation criteria are clearly communicated to students.	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Kourkoutas, I. (2025). *Children with Emotional and Behavioral Disorders: Clinical and Psychoeducational Interventions in School and Family Contexts*. Athens: Topos.
2. Koliadis, E. (2017). *Behavior at School: Utilizing Strengths – Addressing Difficulties*.
3. Makri-Botsari, E. (2010). *Anger, Aggression, and Bullying: Theoretical Approaches and Practical Management Strategies*. Athens: Papazisis.

B05 04 Language Disorders in Primary School

GENERAL

SCHOOL	EDUCATION SCIENCES		
DEPARTMENT	PRIMARY EDUCATION DEPARTMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	B05 04	SEMESTER OF STUDIES	5 th
COURSE TITLE	<i>Language Disorders in Primary School</i>		
DISTINCT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS		ECTS
LECTURES AND VIDEO PRESENTATIONS	3		4
ACADEMIC UNIT	SCIENTIFIC AREAS (REQUIRED ELECTIVE)		
PREREQUISITE COURSES:	INTRODUCTION TO PSYCHOLOGY INTRODUCTION TO EDUCATIONAL PSYCHOLOGY		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (WITH INDEPENDENT STUDY AND PAPER SUBMISSION)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=247		

LEARNING OUTCOMES

LEARNING OUTCOMES
The course introduces students to the study of typical oral language development, with an emphasis on developmental language disorders as they appear in preschool children and primary school students, as well as their educational management. Upon successful completion of the course, students will be able to: • Demonstrate understanding of key concepts and terminology in the field. • Identify and describe the broad spectrum of developmental language disorders and the challenges they pose for learning written language. • Demonstrate knowledge of the categories, causes, and clinical characteristics of oral language problems and disorders. • Demonstrate understanding of the clinical characteristics of students with developmental language disorders.

GENERAL COMPETENCES

- Independent work
- Teamwork
- Adaptation to new situations
- Decision-making
- Critical thinking and self-reflection
- Respect for diversity and multiculturalism

COURSE CONTENT

The course presents and analyses contemporary research findings on the diagnosis and delineation of developmental language disorders. It includes extensive discussion of internationally applied intervention programmes aimed at improving children's language skills, as well as implications for educational practice.

- Overview of the course (thematic units and bibliography). Clarification of key terms (language, speech, communication) and components of the language system.
- Typical language development in children: main characteristics.
- Contemporary models and classifications of developmental language difficulties and disorders.
- Methods for assessing oral language in childhood; procedures, application, and ethical considerations in language assessment.
- The role of the school psychologist, special educator, and speech–language therapist in the assessment and intervention of oral language disorders.
- Informal and standardised tools for assessing phonological awareness; the METAFON test.
- Vocabulary assessment using the Crighton Vocabulary Scales (Greek edition).
- The Language and Speech Test (University of Athens, EPEAEK).
- Developmental Language Disorder: linguistic and cognitive characteristics, screening, differential diagnosis, intervention.
- Language development in children on the autism spectrum and in children with genetic syndromes.
- Language development in children who are deaf or hard of hearing.
- Stuttering and selective mutism in primary school students.
- Psychosocial adjustment of children with language disorders.

TEACHING AND LEARNING METHODS – ASSESSMENT

TEACHING METHODS	In-class (face-to-face instruction)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)	• Viewing of recorded case examples (language assessment and speech–language intervention). • Use of the Socrative application during lectures for quizzes and interactive activities. • Support of the learning process through the e-learn online platform.

	Electronic communication with students

TEACHING ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD	ECTS
	LECTURES	3 X 13 = 39 HOURS	1,56
	GROUP ASSIGNMENT	12 HOURS	0,48
	INDEPENDENT STUDY	49 HOURS	1,96
	COURSE TOTAL	100	4
STUDENT PERFORMANCE EVALUATION	Assessment is conducted in Greek. Evaluation consists of a written final examination (100% of the final grade).		

RECOMMENDED BIBLIOGRAPHY

- Lue, M.S. (2001). Survey of communication disorders for the classroom teacher. Boston, MA: Allyn & Bacon
- Reed, V.A. (2005). An introduction to children with language disorders, 3rd edition. Boston, MA: Pearson.
- Owens, R.E. (2004). Language Disorders: A functional approach to assessment and intervention, 4th edition. Boston, MA: Pearson.
- Leonard, L. B. (2000). Children with Specific Language Impairment. London: The MIT Press.
- Archibald, L. (2015). Theory motivated therapy studies of SLI. In Stavrakaki, S. (Ed.) Specific Language Impairment: Current trends in research. John Benjamin's publishing Co.
- Botting, N. (2007). Comprehension difficulties in children with Specific Language Impairment and Pragmatic Language Impairment. In Cain, K. & Oakhill, J. (Eds.), Children's comprehension problems in oral and written language. New York, NY: The Guilford Press.
- Leekam, S. (2007). Language comprehension difficulties in children with Autism Spectrum Disorders. In Cain, K. & Oakhill, J. (Eds.), Children's comprehension problems in oral and written language. New York, NY: The Guilford Press.

B05 06 Emotional and Behavioral Disorders in School-Age Children

GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate (2nd Year)		
COURSE CODE	B05 06	SEMESTER	2nd Year
COURSE TITLE	<i>Emotional and Behavioral Disorders in School-Age Children</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
No additional activities		3	4 ECTS
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Compulsory Elective – Scientific Field		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English, through written assignments and individual study)		
COURSE WEBSITE (URL)	-		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
Upon successful completion of the course, students will have acquired: • Basic knowledge regarding the forms of problematic behaviors and emotional disorders in school settings, as well as the associated risk and triggering factors. • Basic knowledge concerning the functioning of problematic behaviors, including individual, family, and school developmental trajectories, and their progression during adolescence. • Understanding of the dynamic nature of emotional disorders as symptomatic reactions. • Understanding of relational dynamics within school contexts involving teachers and peers of children with emotional and behavioral difficulties.

- Basic knowledge of psychoeducational, psychosocial, and psychotherapeutic interventions in school settings.
- Understanding of a critical, non-psychiatric approach to behavioral and emotional difficulties.
- Ability to interpret problematic behaviors based on individual, family, and school-related factors.

General Competences

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

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

The course aims to develop the following competences:

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

SYLLABUS

- Behavioral and emotional problems and psychosocial disorders in early school age: epidemiological data and general characteristics
- Risk factors for the development of behavioral and emotional difficulties
- Forms and types of emotional and behavioral disorders in school settings
- Relational dynamics, parenting practices, and psychosocial characteristics of families of children with behavioral problems
- Teachers' behavioral and emotional responses to children with behavioral difficulties
- Psychoeducational and psychosocial interventions within the classroom and whole-school approaches
- Targeted psychosocial and psychoeducational interventions within the broader school context
- Case studies

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching, supported by PowerPoint presentations and video screenings	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of e-learning platforms and class web for teaching and communication	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures – Interactive discussions based on case studies	39 hours
	Independent Study	61 hours
	Course total	100 hours (4 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	• Assessment is conducted in Greek • Final written examination • Methods include: ○ Multiple-choice questions ○ Double-choice questions • Final exam accounts for 100% of the final grade Evaluation criteria are clearly communicated to students during the course.	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

B05 07 Inclusion and Integration of Children with Special Difficulties / Disorders

GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate (2nd Year)		
COURSE CODE	B05 07	SEMESTER	6 th
COURSE TITLE	<i>Inclusion and Integration of Children with Special Difficulties / Disorders</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
No additional activities		3	4 ECTS
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Compulsory		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English, through written assignments and individual study)		
COURSE WEBSITE (URL)	-		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes The course aims to introduce students to approaches to disability, inclusion, and inclusive education practices. Upon successful completion of the course, students will be able to: • Distinguish between medical and social models of disability. • Understand the concept and nature of disability. • Recognize the importance of early intervention. • Differentiate between key concepts such as integration and inclusion.

- Describe support structures within Greek and international educational systems and evaluate their effectiveness.
- Understand the philosophy and importance of inclusive education for children and families.
- Demonstrate knowledge of co-teaching practices and the roles of general and special education teachers.
- Describe models of interdisciplinary collaboration.
- Understand and apply principles of differentiated instruction.
- Design and implement differentiated learning activities.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

The course aims to develop the following competences:

- Working independently
- Team work
- Communication and dialogue
- Decision-making
- Self-reflection
- Respect for diversity and multiculturalism
- Showing social and professional responsibility
- Criticism and self-criticism

SYLLABUS

- Introduction to disability: definitions, social role, and challenges
- Introduction to inclusion: terminology, philosophy, and principles
- Rights of children with disabilities and issues of social exclusion
- Educational policy in Greece and Europe regarding inclusion
- Medical vs. social model of disability
- Forms and levels of integration and inclusion
- Support structures (resource rooms, parallel support) and evaluation of their effectiveness
- Collaborative teaching (co-teaching models)
- Differentiated instruction: theory and practice
- Design and presentation of differentiated activities (workshop)

- Interdisciplinary collaboration in inclusive settings
- Course review, reflection, and exam preparation

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face instruction	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Video case presentations (assessment and intervention) Use of e-class platform Electronic communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Short individual practice assignments	25 hours
	Independent Study	36 hours
	Course total	100 hours (4 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	• Assessment is based on: ○ Individual or group assignments ○ Written examinations • Students are required to: ○ Design differentiated learning activities for inclusive classrooms Evaluation criteria are communicated clearly to students.	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Greek References

- Vlachou-Balafouti, A. (2012). Conceptual approaches to disability and their implications for education.
- Deteropoulou-Derou, E. (2012). Evaluation of legislative changes in special education in Greece.
- Panteliadou, S., & Philippatou, D. (2012). *Differentiated Instruction*. Athens: Pedio.
- Panteliadou, S. (1992). School integration of individuals with special needs.
- Tragoulia, E., et al. (2013). Co-teaching: Preconditions and perspectives.
- Tsiakalos, G. (2012). *Guide to Anti-Racist Education*.
- Zoniou-Sideri, A. (1998). *People with Disabilities and Their Education*.
- Zoniou-Sideri, A. (Ed.). (2004). *Contemporary Approaches to Inclusion*.

International References

- Ferguson, D. L. (2008). International trends in inclusive education.
- Göransson, K., & Nilholm, C. (2014). Inclusive education research.
- Oliver, M. (2009). *Disability and Politics*.
- Strogilos, V., et al. (2011, 2012, 2013). Studies on inclusion and collaboration.
- Thomas, C. (2004). Understanding disability.
- Tomlinson, C. A. (2004). *How to Differentiate Instruction*.
- Vislie, L. (2003). From integration to inclusion.

B05 08 Learning Disabilities

GENERAL

SCHOOL	EDUCATION SCIENCES		
DEPARTMENT	PRIMARY EDUCATION DEPARTMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	B05 08	SEMESTER OF STUDIES	5 th
COURSE TITLE	Learning Disabilities		
DISTINCT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	ECTS
LECTURES AND VIDEO PRESENTATIONS		3	4
ACADEMIC UNIT	SCIENTIFIC AREAS (REQUIRED ELECTIVE)		
PREREQUISITE COURSES:	INTRODUCTION TO PSYCHOLOGY INTRODUCTION TO EDUCATIONAL PSYCHOLOGY		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (WITH INDEPENDENT STUDY AND PAPER SUBMISSION)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=105		

LEARNING OUTCOMES

Learning Outcomes
The aim of the course is for students to understand the field of learning difficulties as they appear both in the educational process and in the individual's daily life. Upon successful completion of the course, the student will be able to: • Understand the basic concepts and terminology of the scientific field. • Understand the main characteristics of students with general learning difficulties. • Be familiar with the tools and techniques for identifying and diagnosing learning difficulties, as well as informal approaches to educational assessment used by teachers in schools. • Distinguish types of intervention programs designed to support students with learning difficulties. • Apply teaching methodologies for organizing intervention programs to support students with learning difficulties.
General Competences
• Independent work • Teamwork • Adaptation to new situations

- Decision-making
- Critical thinking and self-reflection
- Respect for diversity and multiculturalism

COURSE CONTENT

This course is an introductory study of the key topics in the field of learning difficulties. It presents foundational concepts and clarifies major issues in the field, providing students with a comprehensive understanding of the terminology, phenomena, and main investigative methodologies. In this sense, the course forms the basis upon which specific assessment and intervention approaches are developed in the more specialized courses of the program.

- Basic introductory concepts: learning and learning difficulties. Historical overview of the field.
- General Learning Disabilities (GLD): definition, prevalence, cognitive characteristics.
- GLD Etiology: psychosocial factors, genetic and neurological factors.
- GLD and Intelligence: students with borderline or mild intellectual disability.
- GLD, developmental language disorders, and literacy acquisition.
- GLD and the learning of arithmetic/mathematical concepts.
- Attention Deficit Hyperactivity Disorder (ADHD) and GLD.
- Psychosocial and emotional characteristics of students with GLD.
- Early detection and intervention in GLD.
- Instructional assessment for designing intervention teaching; differentiation in the general classroom.
- GLD in Greek educational practice: the role of the teacher.
- GLD in Greek educational practice: the role of the family.

Teaching and Learning Methods – Assessment

TEACHING METHODS	In-class (face-to-face instruction)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)	• Viewing of recorded case examples (language assessment and speech–language intervention). • Support of the learning process through the e-learn online platform. • Use of the Socrative application during lectures for quizzes and interactive activities. • Electronic communication with students

TEACHING ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD	ECTS
	LECTURES	3 X 13 = 39 HOURS	1,56
	GROUP ASSIGNMENT	12 HOURS	0,48
	INDEPENDENT STUDY	49 HOURS	1,96

	COURSE TOTAL	100	4
STUDENT PERFORMANCE EVALUATION.	Assessment is conducted in Greek. Evaluation consists of a written final examination (100% of the final grade).		

RECOMMENDED BIBLIOGRAPHY

- Jack M. Fletcher, G. Reid Lyon, Lynn S. Fuchs, and Marcia A. Barnes (2006). Learning Disabilities: From Identification to Intervention. The Guilford Press
- Robert Reid and Torri Ortiz Lienemann (2006). Strategy Instruction for Students with Learning Disabilities. New York: Guilford Publications, Inc
- David L. Wodrich and Ara J. Schmitt. (2006). Patterns of Learning Disorders Working Systematically from Assessment to Intervention. New York: Guilford Publications, Inc
- Steve Graham, Karen Harris (2005). Writing Better Effective Strategies for Teaching Students with Learning Difficulties. Brookes Publishing.
- Handbook of Learning Disabilities (2005) Edited by H. Lee Swanson, Karen R. Harris, and Steve Graham New York: Guilford Publications, Inc
- Mather, N. & Goldstein, S. (2001). Learning disabilities and challenging behaviors: A guide to intervention and classroom management. Baltimore, MD: Brookes Publishing

B05 09 School Counseling for Children with Special Difficulties / Disorders

GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate (2nd Year)		
COURSE CODE	B05 09	SEMESTER	7th
COURSE TITLE	<i>School Counseling for Children with Special Difficulties / Disorders</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
No additional activities		3	4 ECTS
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Field / Skills-Based Course		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English, through written assignments and individual study)		
COURSE WEBSITE (URL)	-		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes Upon successful completion of the course, students will be able to demonstrate: • Basic knowledge of School Counseling, School Psychology, and Psychoeducational practice for children experiencing significant difficulties. • Basic knowledge of the psychosocial functioning and characteristics of student groups with difficulties / special educational needs (SEN). • Understanding (knowledge) and the ability to apply (skills) specific school-based support strategies for vulnerable student groups.

- Understanding (knowledge) and acquisition (skills) of innovative, applicable psychoeducational and counseling intervention strategies within school settings.

General Competences

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

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

The course aims to develop the following competences:

- Ability (complex integrative thinking) to identify specific psychosocial features of individual disorders and problematic family situations, based on individual and family data.
- Ability to design and implement basic rules and specific intervention techniques inside and outside the classroom, depending on the child's needs (e.g., structured conversations with the child; use of supplementary material to support psychological understanding and classroom inclusion).
- Ability to design innovative interventions within the framework of School and Psychoeducational Counseling in school contexts.

SYLLABUS

- School and Mental Health: key data; support structures for students with difficulties; models and theories of school counseling
- The role of the School Psychologist, School Counselor, and Special Educator in crisis situations: models of interdisciplinary collaboration
- Core skills of school-based professionals (e.g., active listening, empathy, etc.) for strengthening the psychological resilience of students with difficulties
- Families of children with SEN: dynamics/characteristics; counseling interventions and school-based support
- Students with developmental disorders and psychosocial impairments: psychosocial characteristics and counseling/psychoeducational interventions
- Students with Specific Learning Difficulties / gifted students: psychosocial characteristics and counseling/psychoeducational support strategies
- Students with chronic illnesses: psychosocial characteristics and counseling/psychoeducational intervention strategies
- Students with ADHD (hyperactivity): psychosocial characteristics and counseling/psychoeducational interventions
- Students with and without SEN who are victims of abuse and exclusion at school and in the family: psychosocial characteristics and counseling/psychoeducational interventions
- Bereavement and loss in students with and without SEN: key issues and counseling/psychoeducational support strategies

- Divorce and children with SEN: key issues and support strategies
- Alternative individual/group practices: art-based interventions (e.g., play therapy, drawing, drama play, role playing, music/dance therapy, etc.)

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching, supported by PowerPoint presentations and video screenings	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of e-learning platforms and class web for teaching and communication	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures – Interactive discussions based on case studies	39 hours
	Independent Study	61 hours
	Course total	100 hours (4 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	• Assessment in Greek • Final written work of 7.500-8.000 words (100% of final grade)	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Kourkoutas, I. (2025). *School Counseling and Interventions for Children with Disorders*. Athens: Pedio.

Kontopoulou, M. (2008). *Child and Psychosocial Difficulties*. Athens: Gutenberg.

Brouzos, A. (2009). *The Teacher as a Counseling Practitioner*. Athens: Gutenberg.

Chatzichristou, G. Ch. (2014). *Counseling in the School Community*. Athens: Gutenberg.

B05 10 School Counseling for Children with Special Difficulties / Disorders

GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate (2nd Year)		
COURSE CODE	B05 10	SEMESTER	5 th
COURSE TITLE	<i>School Counseling for Children with Special Difficulties / Disorders</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
No additional activities		3	4 ECTS
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Field / Skills-Based Course		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English, through written assignments and individual study)		
COURSE WEBSITE (URL)	-		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
Upon successful completion of the course, students will be able to demonstrate: • Basic knowledge of School Counseling, School Psychology, and Psychoeducational practice for children experiencing significant difficulties. • Basic knowledge of the psychosocial functioning and characteristics of student groups with difficulties / special educational needs (SEN). • Understanding (knowledge) and the ability to apply (skills) specific school-based support

strategies for vulnerable student groups.

- Understanding (knowledge) and acquisition (skills) of innovative, applicable psychoeducational and counseling intervention strategies within school settings.

General Competences

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

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

The course aims to develop the following competences:

- Ability (complex integrative thinking) to identify specific psychosocial features of individual disorders and problematic family situations, based on individual and family data.
- Ability to design and implement basic rules and specific intervention techniques inside and outside the classroom, depending on the child's needs (e.g., structured conversations with the child; use of supplementary material to support psychological understanding and classroom inclusion).
- Ability to design innovative interventions within the framework of School and Psychoeducational Counseling in school contexts.

SYLLABUS

- School and Mental Health: key data; support structures for students with difficulties; models and theories of school counseling
- The role of the School Psychologist, School Counselor, and Special Educator in crisis situations: models of interdisciplinary collaboration
- Core skills of school-based professionals (e.g., active listening, empathy, etc.) for strengthening the psychological resilience of students with difficulties
- Families of children with SEN: dynamics/characteristics; counseling interventions and school-based support
- Students with developmental disorders and psychosocial impairments: psychosocial characteristics and counseling/psychoeducational interventions
- Students with Specific Learning Difficulties / gifted students: psychosocial characteristics and counseling/psychoeducational support strategies
- Students with chronic illnesses: psychosocial characteristics and counseling/psychoeducational intervention strategies

- Students with ADHD (hyperactivity): psychosocial characteristics and counseling/psychoeducational interventions
- Students with and without SEN who are victims of abuse and exclusion at school and in the family: psychosocial characteristics and counseling/psychoeducational interventions
- Bereavement and loss in students with and without SEN: key issues and counseling/psychoeducational support strategies
- Divorce and children with SEN: key issues and support strategies
- Alternative individual/group practices: art-based interventions (e.g., play therapy, drawing, drama play, role playing, music/dance therapy, etc.)

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching, supported by PowerPoint presentations and video screenings	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	e-learning platforms, class web	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures – Interactive discussions based on case studies	39 hours
	Independent Study	61 hours
	Course total	100 hours (4 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	• Assessment in Greek • Final written examination based on multiple-choice and double-choice questionnaires (100% of final grade)	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Kourkoutas, I. (2025). *School Counseling and Interventions for Children with Disorders*. Athens: Pedio.
2. Kontopoulou, M. (2008). *Child and Psychosocial Difficulties*. Athens: Gutenberg.
3. Brouzos, A. (2009). *The Teacher as a Counseling Practitioner*. Athens: Gutenberg.
4. Chatzichristou, G. Ch. (2014). *Counseling in the School Community*. Athens: Gutenberg.

- Related academic journals:

B05 11 Specific Learning Disabilities in Reading and Spelling

GENERAL

SCHOOL	EDUCATION SCIENCES		
DEPARTMENT	PRIMARY EDUCATION DEPARTMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	B05 11	SEMESTER OF STUDIES	5 th
COURSE TITLE	Specific Learning Disabilities in Reading and Spelling		
DISTINCT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	ECTS
Lectures and video presentations		3	4
ACADEMIC UNIT	SCIENTIFIC AREAS (REQUIRED ELECTIVE)		
PREREQUISITE COURSES:	INTRODUCTION TO PSYCHOLOGY INTRODUCTION TO EDUCATIONAL PSYCHOLOGY		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (WITH INDEPENDENT STUDY AND PAPER SUBMISSION)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=105		

LEARNING OUTCOMES

Learning Outcomes
The course aims to provide students with a solid understanding of learning difficulties in reading and spelling as they manifest in educational settings and in the individual's broader daily functioning. Upon successful completion of the course, students will be able to: • Demonstrate understanding of key concepts and terminology in the field. • Identify the core characteristics of students with specific learning difficulties in reading and spelling. • Demonstrate knowledge of screening tools, diagnostic techniques, and informal instructional assessment approaches used by educators to evaluate reading and spelling skills. • Distinguish between types of intervention programs designed to support students with learning difficulties in reading and spelling. • Apply instructional methodologies to design intervention programs that support students with difficulties in learning to read and spell.

GENERAL COMPETENCES

- Independent work
- Teamwork
- Adaptation to new situations
- Decision-making
- Critical thinking and self-reflection
- Respect for diversity and multiculturalism

COURSE CONTENT

- Learning problems and Learning Difficulties: Definitions.
- Learning Difficulties in school and society.
- Specific Learning Difficulties in Reading and Spelling: Manifestation and behavioural characteristics.
- The development of written language and spelling systems.
- Cognitive perspectives on reading.
- Specific Learning Difficulties in Reading and Spelling: aetiology and cognitive characteristics.
- Classification of Specific Learning Difficulties.
- Screening and basic diagnostic approaches.
- The need for early intervention in school settings – practical applications.
- Response to Intervention (RTI) approaches.
- Interventions for the development of phonological awareness.
- Interventions supporting decoding and fluency.
- Interventions aimed at enhancing vocabulary and comprehension.
- Interventions for the development of learning strategies.

Teaching and Learning Methods – Assessment

TEACHING METHODS	In-class (face-to-face instruction)		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)	• Viewing of recorded case examples (language assessment and speech–language intervention). • Support of the learning process through the e-learn online platform. • Use of the Socrative application during lectures for quizzes and interactive activities. • Electronic communication with students		
TEACHING ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD	ECTS
	LECTURES	3 X 13 = 39 HOURS	1,56
	GROUP ASSIGNMENT	12 HOURS	0,48

	INDEPENDENT STUDY	49 HOURS	1,96
	COURSE TOTAL	100	4
STUDENT PERFORMANCE EVALUATION.	Assessment is conducted in Greek. Evaluation consists of a written final examination (100% of the final grade).		

RECOMMENDED BIBLIOGRAPHY

- Cain, K. (2010). Reading development and difficulties. British Psychological Society: BPS Blackwell.
- Haager, D., Klingner, J. & Vaughn, S. (2007). Evidence-based reading practices for Response to Intervention. Baltimore, MD: Paul Brookes Publishing.
- Snowling, M. & Stackhouse, J. (Eds). (2006). Dyslexia, Speech and Language: A Practitioner's Handbook. Oxford: Wiley- Blackwell.
- Denton, C. A., & Vaughn, S. (2010). Preventing and remediating reading difficulties: Perspectives from research. In T. A. Glover & S. Vaughn (Eds.), The promise of response to intervention: Evaluating current science and practice (pp. 78–112). New York, NY: Guilford Press.
- Rachel Brown-Chidsey and Mark W. Steege. (2005) Response to Intervention Principles and Strategies for Effective Practice. New York: Guilford Publications, Inc
- David L. Wodrich and Ara J. Schmitt. (2006). Patterns of Learning Disorders Working Systematically from Assessment to Intervention. New York: Guilford Publications, Inc

B06 Psychopedagogical Research and Evaluation

B06 01 Y Introduction to Research Methodology in Education Sciences

GENERAL

SCHOOL	EDUCATION SCIENCES		
DEPARTMENT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE CODE	B06 Π01	SEMESTER	4 ^o
COURSE TITLE	Introduction to Research Methodology in Education Sciences		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	ECTS
Lectures and presentations		3	4
COURSE TYPE	Compulsory		
PREQUISITES COURSES	NO		
LANGUAGE OF INSTRUCTION AND EXAMINATION	GREEK		
THE COURSE IS OFFERED TO ERASUMS STUDENTS	YES (in English with work and personal study)		
ONLINE COURSE PAGE (URL)			

Learning Outcomes

The course is the basic introductory course in Research Methodology and specifically in quantitative and qualitative approaches to educational research. Upon successful completion of the course, the students will be able to:

- understand basic concepts and terminology of the scientific field
- acquire introductory knowledge about the research process, the structure of a scientific paper and the bibliographic search of scientific research
- learn basic elements related to the field of educational and social research and become familiar with the ways and processes of knowledge production in the scientific field of Education
- acquire the ability to study and judge research data from the field of education through the knowledge they will acquire about sampling methods and research data collection methods
- use the above knowledge in order to evaluate the results and conclusions of a scientific study
- use research studies for its fruitful participation in the seminar courses of the curriculum and for the preparation of a thesis
- compare results from various surveys and develop reflection on issues related to social and ethical responsibilities in the field of educational research

- In addition, he/she is expected to be a critical reader of the educational research literature since he/she will have developed those knowledge acquisition skills needed to continue in further studies with a high degree of autonomy, since he/she will have become acquainted with the basic concepts of the research process.

General Competencies

- Search, analyze and synthesize data and information, using the necessary technologies
- Autonomous work
- teamwork
- adapting to new situations
- decision-making
- working in an interdisciplinary environment
- Promoting free, creative and inductive thinking

COURSE CONTENT

Week 1: Course presentation (thematic units and bibliography). The assumptions and nature of science. Normative and interpretative approaches.

Week 2: Basic concepts and stages of scientific research. Research design: Problematic of the research, definition of purpose, research questions and hypotheses.

Week 3: Experimental Design in Educational Research

Week 4: Overview: Sample surveys and questionnaires. Sampling error.

Week 5: Flexible research projects: case studies, ethnographic studies, grounded theory studies

Week 6: Educational Action Research

Week 7: Observation Methods (participatory, structured, etc.)

Week 8: Interviews. Controls and scales for measuring postures

Week 9: Content analysis in educational research.

Week 10: Interpretation of data, drawing conclusions, ways of presenting research results.

Week 11: Ethics of Educational Research

Week 12: The report of the investigation: Basic rules for writing a scientific paper.

Week 13: Literature review in educational research and proper use of bibliographic references. Plagiarism.

TEACHING AND LEARNING METHODS- EVALUATION

DELIVERY METHOD	In the classroom (face-to-face teaching)
USE OF INFORMATION AND COMMUNICATION TECHNOLOGES	Use of ICT in teaching. • Viewing videos (researchers, experiments, etc.) • Support of the Learning process through Power Point presentations, (Examples, Research Studies-Figures-Diagrams-Tables) and through the electronic platform e-class • Using the Internet to View Examples and Applications • Electronic communication with students.

TEACHING ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD	ECTS
	LECTURES	3 X 13 = 39	1,56
	INDEPENDENT STUDY	61	2,44
	COURSE TOTAL	100	4
STUDENT EVALUATION	The evaluation includes written final exams (100% of the final score).		

RECOMMENDED BIBLIOGRAPHY

- Creswell J. (2007). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Allyn & Bacon.
- Creswell, J. W. (2007). Qualitative Inquiry and Research Design. Choosing Among Five Approaches. 2nd edition. Thousand Oaks: Sage.
- Denzin, N. & Lincoln, Y. (eds) (2005). The Sage Handbook of Qualitative Research. Thousand Oaks: Sage.
- Flick, U., Kardoff von E., Steinke, I. (2004) (eds) A Companion to Qualitative Research. London: Sage
- Johnson B., Christensen L., (2007). Educational Research: Quantitative, Qualitative, and Mixed Approaches. Sage Publications.
- Krathwohl, D.R. (2009). Methods of Educational and Social Science Research: the Logic of Methods. Waveland Press.

RELATED SCIENTIFIC JOURNALS

- International Journal of Educational Research
- Educational Research Review
- American Journal of Educational Research
- European Educational Research Journal
- International Journal of Educational Research
- International Journal of Research & Method in Education

B06 02 Applications in Educational Research

GENERAL

SCHOOL	EDUCATION SCIENCES		
DEPARTMENT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE CODE	B06 02	SEMESTER	6 th & 8 th
COURSE TITLE	<i>Applications in Educational Research</i>		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	ECTS
Lectures and presentations		3	5
COURSE TYPE	Elective		
PREQUISITES COURSES	BO6Π01 Introduction to Research Methodology in Education Sciences		
LANGUAGE OF INSTRUCTION AND EXAMINATION	GREEK		
THE COURSE IS OFFERED TO ERASUMS STUDENTS	YES (in English with work and personal study)		
ONLINE COURSE PAGE (URL)			

LEARNING OUTCOMES

Learning Outcomes
The seminar aims to develop research skills through practical application in educational research. Upon successful completion of the course, the students will be able to: • Describe the importance of educational research and distinguish different types of research (experimental, comparative, descriptive, quantitative, qualitative). • Develop clear, relevant and explorable research questions linked to educational needs and the theoretical framework. • Identify, evaluate and organize academic sources by utilizing appropriate tools. • Integrate literature into the research process to support research design. • Choose the appropriate methodology for answering the research questions. • Design and implement sampling and data collection procedures. • Link the results of the analysis with the research questions and the theoretical framework. • Prepare a complete and structured research report. • Use academic language and citations correctly according to APA standards. • Present the research findings with clarity and data visualization. • Develop self-assessment skills in the context of educational research.

General Competencies

The teaching of the course is expected to enhance the following general skills:

- Creative thinking and problem-solving through the design of the research process.
- Critical thinking and analysis through the evaluation of theories, data and results.
- Academic communication through the clear and effective presentation of research results.
- Collaboration skills through teamwork for the development of research projects, but also interaction during the feedback process.
- Information management through research, selection and evaluation of information from scientific sources, as well as the organization and presentation of data.
- Organizational skills through the design, organization and management of research projects.
- Time management through effective time management to complete research papers and prepare presentations.
- Digital skills through the use of technological tools to collect, analyze and present data.

COURSE CONTENT

Week 1: Introduction to Educational Research: Types and Objectives

Week 2: Literature Review and Formulation of Research Questions

Week 3: Research Methodology and Design

Week 4: Sampling and Data Collection

Week 5: Quantitative Data Analysis

Week 6: Qualitative Data Analysis

Week 7: Writing a research report: Academic writing

Week 8: Preparation for the Presentation of Research Projects

Weeks 9-12: Presentation of research papers

Week 13: Final discussion and reflection

DELIVERY METHOD	In the classroom (face-to-face teaching)		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching. • Viewing videos (researchers, experiments, etc.) • Support of the Learning process through Power Point presentations, (Examples, Research Studies-Figures-Diagrams-Tables) and through the electronic platform e-class • Using the Internet to View Examples and Applications • Electronic communication with students.		
TEACHING ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD	ECTS

	LECTURES	3 X 13 = 39	1,56
	SEMINAR PRESENTATION	25	1
	FINAL EXERCISE	36	1,44
	INDEPENDENT STUDY	25	1
	COURSE TOTAL	125	5
STUDENT EVALUATION	Participation in activities: 20% Exercise and presentation: 80%		

RECOMMENDED BIBLIOGRAPHY

- Babbie, E. R. (2017). The Basics of Social Research (7th ed.). Boston, MA: Cengage Learning.
- Creswell, J. W. & Guetterman, T. C. (2024). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (7th ed.). Upper Saddle River, NJ: Pearson.
- Denzin, N. & Lincoln, Y. (eds) (2005). The Sage Handbook of Qualitative Research. Thousand Oaks: Sage.
- Krathwohl, D.R. (2009). Methods of Educational and Social Science Research: The Logic of Methods. Waveland Press.
- Mertens, D. M. (2023). Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods (6th ed.). Thousand Oaks, CA: SAGE Publications.
- Robson, C. (2024). Real World Research: A Resource for Social Scientists and Practitioner-Researchers (5th ed.). Hoboken, NJ: John Wiley & Sons.

RELATED SCIENTIFIC JOURNALS

- International Journal of Educational Research
- Educational Research Review
- American Journal of Educational Research
- European Educational Research Journal
- International Journal of Educational Research
- International Journal of Research & Method in Education

B06 06 Qualitative Research Methodology

GENERAL

SCHOOL	Education Sciences		
DEPARTMENT	Department of Primary Education		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	B06 06	SEMESTER	6 th & 8 th
COURSE TITLE	Qualitative Research Methodology		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS		ECTS
Lectures and presentations	3		4
COURSE TYPE	Elective		
PREQUISITES COURSES	BO6Π01 Introduction to Research Methodology in Education Sciences		
LANGUAGE OF INSTRUCTION AND EXAMINATION	GREEK		
THE COURSE IS OFFERED TO ERASUMS STUDENTS	YES (in English with work and personal study)		
ONLINE COURSE PAGE (URL)			

LEARNING OUTCOMES

Learning Outcomes
The course is the basic introductory course in Research Methodology and specifically in quantitative and qualitative approaches to educational research. Upon successful completion of the course, the students will be able to: • understand the basic concepts and terminology of the scientific field (philosophy, epistemology and methodology of qualitative research study) • gain knowledge of the key differences between qualitative and quantitative approaches • become familiar with the range of data collection sources in a qualitative research study • have knowledge of the tools and techniques needed to design, data collection/analysis and presentation in a qualitative research study • understand the processes of analyzing and processing qualitative data of a qualitative survey • discern the usefulness of a research study both in terms of subsequent practice in real contexts and in terms of contribution to wider knowledge • assimilate ethics issues that arise during the conduct of a qualitative research study • transfer the knowledge acquired for the preparation of a scientific paper The aim of the course is to familiarize students with the basic principles of qualitative research methodology, so that they are able to design and implement qualitative research studies.

During the course, an introduction is made to the philosophical, epistemological and methodological background that govern qualitative research studies and the differences between qualitative and quantitative approaches to scientific research are clarified. The course combines lectures and assignments in groups of students where concepts introduced during the lectures are processed and discussed.

The specific objectives of the course are:

- To familiarize students with the basic approaches of epistemology concerning the creation of scientific knowledge.
- The distinction between different approaches in research methodology (quantitative and qualitative research study designs).
- The introduction of students to the course followed for the completion of a research process (from the selection of a research interest, the formulation of research questions to the final writing of a research paper).
- To inform students on research ethics issues

General Competencies

- autonomous work
- teamwork
- adapting to new situations
- decision-making
- exercise of criticism and self-criticism
- editing new terminology
- generating research ideas

COURSE CONTENT

Week 1: Introduction to the basic principles of qualitative research study/differences with quantitative research.

Week 2: The types of qualitative research design (case study; ethnographic studies, grounded theory studies, action surveys)

Week 3: Design in a qualitative research study

Week 4: Consolidation workshop for the design of a qualitative research study

Week 5: Research data collection methods (interviews)

Week 6: Research data collection methods (types of observation)

Week 7: Research data collection methods (focus groups/items)

Week 8: Research data analysis methods (thematic analysis)

Week 9: Research Data Analysis Methods (Action Research Analysis)

Week 10: Issues of ethics and validity in qualitative research

Week 11: Qualitative data control procedures (triangulation)

Week 12: Presentation of qualitative studies in the field of education

Week 13: Reflection - Conclusions

TEACHING AND LEARNING METHODS- EVALUATION

DELIVERY METHOD	In the classroom (face-to-face teaching)		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use of ICT in teaching. • Viewing videos (researchers, experiments, etc.) • Support of the Learning process through Power Point presentations, (Examples, Research Studies-Figures-Diagrams-Tables) and through the electronic platform e-class • Using the Internet to View Examples and Applications • Electronic communication with students.		
TEACHING ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD	ECTS
	LECTURES	3 X 13 = 39	1,56
	SMALL INDIVIDUAL PRACTICE TASKS	25	1
	INDEPENDENT STUDY	36	1,44
	COURSE TOTAL	100	4
STUDENT EVALUATION	The evaluation includes written final exams (100% of the final score).		

RECOMMENDED BIBLIOGRAPHY

- Babbie, E. R. (2017). The Basics of Social Research (7th ed.). Boston, MA: Cengage Learning.
- Creswell, J. W. & Guetterman, T. C. (2024). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (7th ed.). Upper Saddle River, NJ: Pearson.
- Mertens, D. M. (2023). Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods (6th ed.). Thousand Oaks, CA: SAGE Publications.
- Robson, C. (2024). Real World Research: A Resource for Social Scientists and Practitioner-Researchers (5th ed.). Hoboken, NJ: John Wiley & Sons.

RELATED SCIENTIFIC JOURNALS

- International Journal of Educational Research
- Educational Research Review
- American Journal of Educational Research
- European Educational Research Journal
- International Journal of Educational Research
- International Journal of Research & Method in Education

B06 08 Assessment of Oral Language in Children

GENERAL

SCHOOL	EDUCATION SCIENCES		
DEPARTMENT	PRIMARY EDUCATION DEPARTMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	B06 08	SEMESTER OF STUDIES	5 TH
COURSE TITLE	Assessment of Oral Language in Children		
DISTINCT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	ECTS
Lectures and video presentations		3	4
ACADEMIC UNIT	SCIENTIFIC AREAS (REQUIRED ELECTIVE)		
PREREQUISITE COURSES:	B05 04 LANGUAGE DISORDERS IN PRIMARY SCHOOL		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (WITH INDEPENDENT STUDY AND PAPER SUBMISION)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning Outcomes
Upon successful completion of the course, the student will be able to: • Understand the basic concepts and terminology of the field. • Be familiar with the wide range of developmental language disorders and the difficulties they cause in written language acquisition. • Know the categories and clinical characteristics of oral language problems/disorders. • Understand the clinical characteristics of students with developmental language disorders. • Be familiar with the tools and techniques for assessing language development in school-aged children.
General Competencies
• Independent work • Teamwork • Adaptation to new situations • Decision-making • Critical thinking and self-reflection • Respect for diversity and multiculturalism

COURSE CONTENT

The aim of the course is to introduce students to the study of typical oral language development, with a particular focus on methodological approaches and tools for assessing oral language in preschool children and primary school students.

- Clarification of key terms (language, speech, communication) and components of the linguistic system.
- Typical language development in children: characteristics.
- Contemporary interpretations and classification of developmental language difficulties and disorders.
- The concept of assessment: formal and informal tests. Basic principles of psychometrics. Concepts of norms, validity, and reliability of psychometric tools.
- Methods for assessing oral language in childhood. Language assessment in children: application and ethical considerations.
- Early identification of oral language difficulties in the school context: established practices.
- Informal and standardized tests for assessing the development of phonological awareness.
- Assessment of receptive vocabulary.
- Assessment of expressive vocabulary.
- Assessment of pragmatic competence.
- Assessment of morphosyntactic awareness.
- Assessment of narrative language.
- The role of the school psychologist, special educator, and speech-language pathologist in oral language assessment.

Teaching and Learning Methods – Assessment

TEACHING METHODS	In-class (face-to-face instruction)		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)	• Viewing of recorded case examples (language assessment and speech–language intervention). • Support of the learning process through the e-learn online platform. • Use of the Socrative application during lectures for quizzes and interactive activities. • Electronic communication with students		
TEACHING ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD	ECTS
	LECTURES	3 X 13 = 39 HOURS	1,56
	GROUP ASSIGNMENT	12 HOURS	0,48
	INDEPENDENT STUDY	49 HOURS	1,96
	COURSE TOTAL	100	4

STUDENT PERFORMANCE EVALUATION.	Assessment is conducted in Greek. Evaluation consists of a written final examination (100% of the final grade).

RECOMMENDED BIBLIOGRAPHY

- Lue, M.S. (2001). Survey of communication disorders for the classroom teacher. Boston, MA: Allyn & Bacon
- Reed, V.A. (2005). An introduction to children with language disorders, 3rd edition. Boston, MA: Pearson.
- Owens, R.E. (2004). Language Disorders: A functional approach to assessment and intervention, 4th edition. Boston, MA: Pearson.
- Leonard, L. B. (2000). Children with Specific Language Impairment. London: The MIT Press.
- David L. Wodrich and Ara J. Schmitt. (2006). Patterns of Learning Disorders Working Systematically from Assessment to Intervention. New York: Guilford Publications, Inc
- McCauley, R.J. (2001). Assessment of Language Disorders in Children. Mahwah, NJ: Lawrence Erlbaum

B06 10 Intelligence

GENERAL

SCHOOL	EDUCATION SCIENCES		
DEPARTMENT	PRIMARY EDUCATION DEPARTMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	B06 10	SEMESTER OF STUDIES	5 TH
COURSE TITLE	Intelligence		
DISTINCT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	ECTS	
Lectures and video presentations	3	4	
ACADEMIC UNIT	SCIENTIFIC AREAS (REQUIRED ELECTIVE)		
PREREQUISITE COURSES:	INTRODUCTION TO PSYCHOLOGY INTRODUCTION TO EDUCATIONAL PSYCHOLOGY		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (WITH INDEPENDENT STUDY AND PAPER SUBMISSION)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=106		

LEARNING OUTCOMES

Learning Outcomes
Upon successful completion of the course, the student will be able to: • Understand the basic concepts and terminology of the field. • Be familiar with tools and techniques for assessing cognitive abilities and how these are applied by specialists in school-aged children. • Understand the key elements of contemporary theories of intelligence (Spearman, Thurstone, Sternberg, Gardner, etc.). • Develop models of critical thinking to apply contemporary theories of intelligence in educational practice. • Understand the main characteristics of students with intellectual disabilities as well as students with high intelligence.
General Competencies
• Independent Work • Teamwork • Adaptability to New Situations • Decision Making • Exercise of Critical Thinking and Self-Criticism

- Demonstrate social, professional, and ethical responsibility, as well as sensitivity and respect for diversity and multiculturalism.
- Promote independent, creative, and inductive thinking.

COURSE CONTENT

The aim of this course is to provide students with a concise overview of contemporary theories of intelligence (Spearman, Thurstone, Sternberg, Gardner, etc.) and cognitive functions, as well as empirical findings on the relationship between intelligence, the child's environment, and school learning.

A significant portion of the course is dedicated to the study of intellectual disability and learning difficulties, including epidemiology, biological and environmental causes, and diagnostic/classification criteria, with an emphasis on the developmental trajectory of children with intellectual disabilities and appropriate psychoeducational interventions. Finally, the course provides an extensive overview of available intelligence assessment techniques (Stanford-Binet, Wechsler, and Raven scales), as well as the limitations and potential errors in measuring intelligence.

- Basic introductory concepts: intelligence and its measurement.
- Classical theories of intelligence in psychology and the g factor. Theoretical models of intelligence by Cattell-Horn and Carroll's three-stratum model.
- Development of intelligence during childhood and the influence of the socio-cultural context. Heredity of intelligence and the effects of sex/origin: scientific evidence and bias.
- Intelligence measurement: development and standardization of psychometric scales, validity and reliability, and educational/clinical applications.
- Psychometric tests for assessing intelligence in children and adolescents: Wechsler scales (WISC-III & IV) and Raven's CPM.
- Creativity, intelligence, and school achievement.
- Gardner's theory of multiple intelligences.
- Goleman's theory of emotional intelligence.
- Sternberg's triarchic theory of intelligence.
- Intelligence and learning difficulties. Children with mild intellectual disability and schooling.
- Intellectual Disability: definition, diagnostic criteria, and classification. Interventions for intellectual disability in general and special education settings.
- Giftedness and talent: characteristics, psychosocial adjustment, and educational programs within mainstream schooling.

Teaching and Learning Methods – Assessment

TEACHING METHODS	In-class (face-to-face instruction)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)	• Viewing of recorded case examples (Intelligence assessments). • Support of the learning process through the e-learn online platform. • Use of the Socrative application during lectures for quizzes and interactive activities. • Electronic communication with students.

TEACHING ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD	ECTS
	LECTURES	3 X 13 = 39 HOURS	1,56
	GROUP ASSIGNMENT	12 HOURS	0,48
	INDEPENDENT STUDY	49 HOURS	1,96
	COURSE TOTAL	100	4
STUDENT PERFORMANCE EVALUATION.	Assessment is conducted in Greek. Evaluation consists of a written final examination (100% of the final grade).		

RECOMMENDED BIBLIOGRAPHY

- Carroll, J. B. (2005). The three-stratum theory of cognitive abilities. In D.P. Flanagan & P.L. Harrison (Eds.) *Contemporary Intellectual Assessment*. 2nd Ed. New York, NY: The Guilford Press.
- Cianciolo, A. T., & Sternberg, R. J. (2004). *Intelligence: A brief history*. Malden, MA: Blackwell Publishing.
- Clark, C., Callow, R., (2002), *Educating the Gifted and Talented*. London: Fulton Publishers.
- Goldstein, S. & Cunningham, S. (2009). Current issues in the assessment of intelligence, specific learning disability, and attention deficit hyperactivity disorder. In J.A. Naglieri & S. Goldstein (Eds.). *Practitioners Guide to Assessing Intelligence and Achievement* (pp. 11-25). Hoboken, NJ: John Wiley & Sons, Inc.
- Hallahan, D.P. & Kauffman, J.M. (2006). *Exceptional Learners: Introduction to Special Education*. Pearson
- Harris, J. C. (2006). *Intellectual Disability: Understanding its development, causes, classification, evaluation, and treatment*. Oxford University Press.
- Heller, k., Möns, F., Sternberg, R., J., Subotnik, R., F. (editors), (2000). *International Handbook of Giftedness and Talent*, Pergamon
- Kaufman, J. C. (2009). *Intelligent Testing. Integrating Psychological Theory and Clinical Practice*. Cambridge University Press.
- Naglieri, J. A. & Goldstein, S. (2009). *Practitioner's Guide to Assessing Intelligence and Achievement*. Hoboken, NJ: John Wiley & Sons, Inc.
- Race, D. (2007). *Intellectual Disability: Social Approaches*. New York, NY: McGraw Hill.
- Sawyer, R.K. et al. (2003). *Creativity and development*. Oxford University Press.
- Smutny, J., F., (ed.), (2003), *Designing and Developing Programs for Gifted Students*, Corwin Press, California
- Sousa, A., D., (2003), *How the Gifted Brain Learns*, Corwin Press, California
- Stanovich, K. E. (2009). *What intelligence tests miss: The psychology of rational thought*. New Haven: Yale University Press.
- Sternberg, R.J. (1985). *Beyond IQ*. New York: Cambridge University Press.
- Sternberg, R., & Davidson, J. (1986), *Conceptions of giftedness*, Cambridge.
- Sternberg, R. J. (Ed.). (1999) *Handbook of creativity*. New York: Cambridge University Press.

- Sternberg, R. J., & Grigorenko, E. L. (2000). *Teaching for successful intelligence*. Arlington Heights, IL: Skylight Training and Publishing Inc.
- Sternberg, R.J.:(2007). *Wisdom, Intelligence, and Creativity Synthesized*. New York: Cambridge University Press
- Sternberg, R.J., & Scott Barry Kaufman (Eds.) (2011): *The Cambridge Handbook of Intelligence*. New York, NY: Cambridge University Press.
- Sternberg, R. J. & Pretz, J. (Ed.)(2005). *Cognition and Intelligence: Identifying the Mechanisms of the Mind*. Cambridge University Press.
- Weiss, L.G., Saklofske, D.H., Prifitera, A. & Holdnack, J.A. (2006). *WISC-IV Advanced Clinical Interpretation*. Elsevier.

B06 11 Screening & Diagnosis of Reading Disorders

GENERAL

SCHOOL	EDUCATION SCIENCES		
DEPARTMENT	PRIMARY EDUCATION DEPARTMENT		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	B06 11	SEMESTER OF STUDIES	5 th
COURSE TITLES	Screening & Diagnosis of Reading Disorders		
DISTINCT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	ECTS
Lectures and Video Presentations		3	4
ACADEMIC UNIT	SCIENTIFIC AREAS (REQUIRED ELECTIVE)		
PREREQUISITE COURSES:	B05 11 Specific Learning Disabilities in Reading and Spelling		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (WITH INDEPENDENT STUDY AND PAPER SUBMISSION)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=107		

LEARNING OUTCOMES

Learning Outcomes
The aim of the course is to introduce students to reading difficulties and the main approaches for identifying and diagnosing reading disorders. Upon successful completion of the course, the student will be able to: • Understand the basic concepts and terminology of the field. • Recognize the prevalence and stability of deficient reading behaviors, as well as the presence of high-risk characteristics in preschool children. • Understand the main characteristics of students with specific learning difficulties in reading and spelling and appreciate the importance of early risk indicators for identifying difficulties in written language learning. • Be familiar with tools and techniques for identifying and diagnosing reading and spelling difficulties, as well as informal approaches to instructional assessment for evaluating relevant skills in the school context. • Understand, summarize, and compare contemporary approaches (e.g., Response to Intervention) with traditional methods for identifying reading difficulties. • Explain and analyze the specific objectives of broader policies for prevention and early intervention.

General Competencies
• Independent Work • Teamwork • Adaptability to New Situations • Decision Making • Exercise of Critical Thinking and Self-Criticism • Respect for Diversity and Multiculturalism

COURSE CONTENT

• Basic introductory concepts: learning and learning difficulties. • Specific learning difficulties in reading and spelling: definition, prevalence, classification, and characteristics. • Basic principles of psychometrics. Core ethical principles in diagnostic assessment. Concepts of validity and reliability. • Concepts of screening (preliminary assessment) and diagnosis: description, purpose, advantages, and limitations. • The discrepancy criterion and international standards for identifying specific learning difficulties in reading and spelling. Identification and diagnosis of reading disorders. • Use and reporting of psychometric tests in diagnosing reading disorders. The role of the school psychologist and special educator. • The Response to Intervention (RTI) model. Screening processes through standardized assessment and instructional assessment. • Early identification of reading difficulties in the school context. • Established practices for identifying and diagnosing reading difficulties in Greek primary schools: methods and techniques (informal assessments of reading behavior). • Informal assessments for evaluating the development of phonological awareness. • Standardized assessments for evaluating reading skills: The Reading Test (TEST-A – Panteliadou & Antoniou, 2008). • Software for Automated Identification of Learning Strengths and Weaknesses (LAMDA). • Interpretation of diagnostic assessment results and the design of appropriate instructional interventions.

Teaching and Learning Methods – Assessment

TEACHING METHODS	In-class (face-to-face instruction)
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)	• Viewing of recorded case examples (language assessment and speech–language intervention). • Use of the Socrative application during lectures for quizzes and interactive activities. • Support of the learning process through the e-learn online platform. • Electronic communication with students

TEACHING ORGANIZATION	ACTIVITY	SEMESTER WORKLOAD	ECTS
	LECTURES	3 X 13 = 39 HOURS	1,56
	GROUP ASSIGNMENT	12 HOURS	0,48
	INDEPENDENT STUDY	49 HOURS	1,96
	COURSE TOTAL	100	4
STUDENT PERFORMANCE EVALUATION.	Assessment is conducted in Greek. Evaluation consists of a written final examination (100% of the final grade).		

RECOMMENDED BIBLIOGRAPHY

- Anastasiou, D. & Poychronopoulou, S. (2009). Identification and overidentification of specific learning disabilities (Dyslexia) in Greece. *Learning Disability Quarterly*, 32, 55-69.
- Haager, D., Klingner, J. & Vaughn, S. (2007). *Evidence-based reading practices for Response to Intervention*. Baltimore, MD: Paul Brookes Publishing.
- Snowling, M. & Stackhouse, J. (Eds). (2006). *Dyslexia, Speech and Language: A Practitioner's Handbook*. Oxford: Wiley- Blackwell.
- Rachel Brown-Chidsey and Mark W. Steege. (2005) *Response to Intervention Principles and Strategies for Effective Practice*. New York: Guilford Publications, Inc
- David L. Wodrich and Ara J. Schmitt. (2006). *Patterns of Learning Disorders Working Systematically from Assessment to Intervention*. New York: Guilford Publications, Inc
- Deno, S. L. (2005). Problem-solving assessment. Στο R. Brown-Chidsey (Επιμ.), *Assessment for Intervention: Fuchs, D. & Fuchs, L.S. (2006). Introduction to Response to Intervention: What, Why, and How Valid Is It? Reading Research Quarterly*, 41, 1, pp. 93-99.

SECTION C': EDUCATIONAL PROGRAMS, TEACHING METHODOLOGY & EDUCATIONAL TECHNOLOGY

C01 Detailed Programs

C01 01 Y Curriculum. Theory and Practice

(Compulsory) 3rd semester

GENERAL

SCHOOL	EDUCATIONAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	C01 01	SEMESTER	3rd
COURSE TITLE	<i>Curriculum. Theory and Practice</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Compulsory		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English with homework and personal study)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU121/		

LEARNING OUTCOMES

Learning outcomes

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

Consult Appendix A

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

After successfully completing the course, students will:

- know the various concepts of the curriculum
- understand the relationships that govern the selection, distribution and evaluation of school knowledge.
- identify and analyze the results of ethnocentric education.
- be familiar with the various educational goals, their formulation and the implications they have for curriculum and teaching.
- recognize the methods and practices applied in the selection of the material contained in the curriculum and school textbooks.
- analyze and compare various individual areas of information and knowledge that stem from the educational policy of our country.
- identify and analyze the relationship of curricula and school textbooks with the concept of citizenship, as well as the implications that their nature creates on the development of identity and the management of diversity.
- know the prospects for developing a common curriculum in the E.U., as well as its content, aims and objectives.
- understand the role that school textbooks play within the context of the school reality of a country.
- master the modern trends that govern the subjects taught in primary school.
- identify and analyze the concerns and potential prospects of Greek education in the post-EMU era.
- identify the future aspects and prospects of European and global education.
- recognize the relationships that develop between the curriculum and modern methods and principles of teaching and learning with school textbooks.
- analyze the current curriculum and school textbooks of our country and propose their own methods, means and other elements for their improvement.
- form their own philosophy for education, curriculum textbooks and other aspects of the educational process.
- observe and judge our educational system and contribute to the transformation of educational knowledge and process.
- master the methodology for evaluating the curriculum and school textbooks.
- take a leading role in the utilization and improvement of the curriculum and school textbooks of the primary school.

General Competences

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

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

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

- Independent work
- Teamwork
- Decision-making
- Criticism
- Respect for diversity

SYLLABUS

1st week: Course presentation (thematic units and bibliography). Conceptual approach to the curriculum. Overview of definitions for the curriculum. Problems of its conception and conceptualization. Sectors and areas of the curriculum. Theories of the curriculum.

2nd week: Ideology and hierarchy of school knowledge. Selection, hierarchy and "legitimization" of school/educational knowledge. Relationships of knowledge and power. The hidden curriculum.

3rd week: Theories and philosophies of curriculum and its successive school/educational functions (relationship of the curriculum with theories of mind, learning, teaching, use of teaching media, evaluation, etc.).

4th week: Know-how of designing and developing curriculum. Structure and development of cognitive content by area (e.g. language, history). Forms of design and types of curriculum. Adaptation and individualization of curriculum to the characteristics of students.

5th Week: Curriculum and textbooks. Roles, characteristics, ideology, structure, functions. Procedures for preparing and/or selecting teaching materials. Electronic forms of the textbook, multiple sources, e-curriculum, e-learning & e-media.

6th Week: The Greek curriculum and its particularities. The nature of the subjects and the timetable in Greece over time. Critical interpretation, text analysis, deconstruction.

7th Week: The nature of curriculum discourse. From nationalist ideology to supranational formations. Studies on curriculum and textbooks in Greece.

8th week: Problems and weaknesses of the Greek curriculum. Legal texts, educational purposes, aims and goals of curriculum, subjects, etc. The asymptotic relationship between the various levels of the educational function. Impacts on the overlapping educational functions and ways to deal with the phenomenon.

9th week: Contemporary trends and research on the subjects of curriculum in various countries.

10th week: Participation of the teacher in decision-making for the implementation and adaptation of curriculum and school textbooks. The "mutation" of the teacher from a simple "executor/implementer" of the program to a "pedagogical authority". The implementation of the DEPPS and APS. The integration of educational innovations in curriculum. Possibilities, problems, limitations and difficulties.

11th week: Curriculum and Europe. Searching for multiple perspectives of the curriculum and educational functions. The curriculum and the ideology of Europeanism. Prospects for a common curriculum in the United Europe. Purposes, contents and research in the constantly changing educational landscape. New trends and models of the curriculum

12th week: Evaluation of the curriculum and its successive functions. Forms of evaluation. Concepts, types, approaches, methodology, problems and dead ends of evaluation of the curriculum

13th week: Conclusions – Recap.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom (face to face teaching)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching. • Video viewing • Learning process support through the e-class electronic platform • Electronic communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	3x 13=39
	Small individual assignments	25
	Independent study	36
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The assessment is done in the Greek language. The assessment includes Final Exams (100% of the final grade).	

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- Apple, M. (1986). Ideology and Curricula, Thessaloniki, Observer.
- Bagakis G. (2004). The teacher and the curriculum, Athens, Metaichmio.
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C01 02 Curriculum and New Europe

GENERAL

SCHOOL	EDUCATIONAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	C01 02	SEMESTER	All
COURSE TITLE	<i>Curriculum and New Europe</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Mandatory		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in English with homework and personal study)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU129/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
After successful completion of the course, students will: • understand the various concepts of the curriculum in the context of the E.U. • recognize the relationships that govern the selection, distribution and evaluation of school knowledge. • identify and analyze the results of ethnocentric education. • know the various educational goals of the EU member states, their formulation and the implications they have on curriculum and teaching. • master the methods and practices applied by the EU member states in terms of the

selection of the material contained in curriculum and school textbooks.

- analyze and compare various individual areas of information and knowledge that arise from the educational policy of the EU member states.
- identify and analyze the relationship between the curricula and school textbooks of the member countries and the concept of citizenship, as well as the impacts that their nature creates on the development of European identity and the management of diversity.
- Become aware of obstacles that act as inhibitors in the process of developing a common curriculum in the E.U., as well as its content, aims and objectives.
- Recognize the role that school textbooks play within the context of the school reality of each of the EU member countries.
- Possess the modern trends that govern the subjects taught in primary school in the EU countries.
- Identify and analyze the concerns and potential prospects of Greek education in the post-EMU era.
- Predict the future aspects and prospects of European and global education.
- recognize the relationships that develop between the curriculum and modern methods and principles of teaching and learning with school textbooks.
- analyze the current curricula and school textbooks of the member states and propose their own methods, means and other elements for their improvement.
- develop teaching material, which will contribute to the improvement of ambiguities or imperfections identified in the material contained in the school textbooks of the primary school and which are related to the concepts of the European dimension, the European identity and the European citizen.
- have developed their own philosophy for education, curriculum school textbooks and other aspects of the educational process.
- Develop into careful observers and critics of the educational systems of the EU member states and contribute to the transformation of educational knowledge and process.
- master the evaluation methodology of curriculum and school textbooks.
- Take a leading role in the utilization and improvement of the AP and school textbooks of the primary school.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

Independent work

- Teamwork
- Decision-making
- Criticism
- Respect for diversity

SYLLABUS

1st week: Course presentation (thematic units and bibliography). Conceptual approach to the curriculum and the E.U. Overview of the definitions for the curriculum. Problems of its conception and conceptualization. Sectors and areas of the curriculum. Theories of the curriculum.

2nd week: National systems, curriculum, school knowledge and Europe during the modern period. The Europe of modernity (18th-19th century). The discourse of modernity: industrial revolution, nation-state, Enlightenment. The genesis, establishment and spread of educational systems in Europe. Study of educational systems. Demographic data. Educational levels. Attendance and duration. Structures and institutions. Primary education. Ideological-political dimensions of school knowledge. Selection, prioritization and "legitimization" of school/educational knowledge (state, institutional, local, etc.) in Europe during the modern period. Relations of knowledge and power. H. Spencer: "Which knowledge has greater value".

3rd week: Results of ethnocentric education. Enlightenment, Romanticism and Cosmopolitanism in the shadow of colonialism and nation-states. The "construction" of Europe. Eurocentrism. The search for the causal relationship between education and society. The national character of educational systems. Emphasis on educational factors and traditions. The apotheosis of the national character. Political nationalism, tribalism and racism. Social and educational inequalities and theories of reproduction in education. Historical traditions of knowledge and the organization of knowledge structures. The evolution of school knowledge and the views of curricula during the 20th century. Prerequisites, practices of organization and development of school knowledge.

4th week: Educational policy, aims and programmes of the EU countries. The curricula of the EU member countries and their specificities. Legal texts, educational aims, curriculum purpose, subjects, etc. The relationship between the various levels of the educational function (propositional framework, organic content of subjects, educational media, teaching strategies, evaluation, etc.). Impacts on the successive educational functions and ways of dealing with them. The nature of subjects and the timetable per country over time: language, sciences, social studies, aesthetic education, physical education. Critical interpretation, text analysis, deconstruction.

5th week: Curriculum, new Europe and citizen. The "Europe of Knowledge": EU discourse and policies in the 1990s. The "new narrative" in the era of the end of mythologies. The concepts of European identity and European citizen as central signifiers of the EU discourse.

6th Week: European identity as management of otherness. The emergence of the "national self" through its relations with the "national other": Racism or logical prejudices? "Justifying my hatred". The projection of "evil" and the face of the enemy. The education system as a legitimizing mechanism. Understanding multiple perspectives: The acceptance of the "other". The framework of discourse and policies in the 2000s. The future goals of education systems. The policies of the period 2005-2008. The period 2008-2010. The policies of the period 2010-2013.

7th week: Towards a common curriculum in the E.U. Curriculum and the ideology of Europeanism. The Europe of knowledge and curriculum. Prospects for a common - not a unified - curriculum in the United Europe. An attempt to balance the cognitive subjects as knowledge, as skills, as ideologies and as values (equality, justice, etc.).

8th week: The European dimension in curriculum and school textbooks. From nationalist ideology to supranational formations. The national character of school knowledge and the presence of national "others" (otherness) in curriculum and school textbooks. School culture and the European dimension in education. School culture and multiculturalism. The European

dimension in the texts of the Council of Europe. The 20 objectives of the Council of Europe for teaching Europe. The objectives of the European dimension of education, universal values and student attitudes. Teaching about Europe. Europe as space, time and culture in curricula. Research on the curriculum and school textbooks in the E.U. (social control, human rights, national and supranational dimensions, universal issues, the presence of the European Union, the projection of the "world", etc.).

9th week: Contemporary trends and research on the cognitive subjects of the curriculum in the EU member countries. Contemporary trends in the cognitive subjects of the school curriculum by discipline in the EU member countries (e.g. the trend of the holistic approach to language, the trend of constructivism in physics and mathematics, etc.). Research on the curriculum in the various cognitive areas.

10th week: Reflections and potential prospects of Greek education in the post-EMU era. Knowledge policies, curricula and school textbooks in Greece. Decision-making for the implementation and adaptation of the curriculum and school textbooks. The implementation of the curriculum and the "mutation" of the teacher from a simple "executor/implementer" of the program to a "pedagogical authority". The implementation of the DEPPS and APS. The integration of educational innovations in the curriculum (local history, European Dimension, peace education, consumer education, etc.). Possibilities, problems, limitations and difficulties.

11th week: Future aspects and prospects of European education. From H. Spencer to the knowledge society. The deconstruction of the educational place of modernity on the road to the Europe of knowledge and information. Searching for the competences/skills of the 21st century. The connection of competences with modern theories of intelligence and the "new learning". Competencies in the Europe of knowledge. Processes and relationships of science, knowledge and learning. Forms of mobilized knowledge. Forms of knowledge acquisition according to epistemological and cultural relativism and postmodernism. New learning and the corresponding ways of seeking knowledge. The concept of "quality" in the Europe of indicators. School effectiveness and school improvement. The concept of the school as an organization and as a learning community. Adaptation and individualization of the A.P. to the characteristics of the students. The "Europe 2020" strategy. The new priorities of the "E & K 2020" program.

12th week: Future aspects and prospects of global education. Cultural imperialism and the ideological neutrality of universal culture. The aspects of the postmodern. The theories of the "world system", of "dependence" and of "global culture". Challenges and transformations. New "discourses", societies and economies of knowledge. The effects of the Knowledge Society and Globalization on the educational institution. The change of the educational paradigm. The challenge of the 21st century and the curriculum.: Trends and perspectives. Ambiguities of contemporary culture. Between the universal and the ethno-local. From the most "valuable" knowledge to the most "valuable" society. Cultural reproduction or "subversion"? Search for educational extensions/applications according to new findings on the brain, learning, development, intelligence and mental/pedagogical models. Multicultural education, multiple identities, creation of the global citizen. Aims, contents and research in the ever-changing educational landscape. New trends and models of the curriculum.

13th week: Evaluation of curriculum and school textbooks of the EU member countries. Development of educational material. Critical view of the current curriculum and school textbooks of the EU member countries. Development of educational material for primary school in terms of the concept of the European dimension. Conclusions – Recap.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom (face to face teaching)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching. • Video viewing • Learning process support through the e-class electronic platform • Electronic communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	3x 13=39
	Small individual assignments	25
	Independent study	36
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The evaluation is done in the Greek language. The evaluation includes Final Exams (100% of the final grade).	

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C01 03 Hidden Curriculum

GENERAL

SCHOOL	EDUCATIONAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	C01 03	SEMESTER	All
COURSE TITLE	Hidden Curriculum		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Mandatory		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in English with homework and personal study)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU115/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
After successfully completing the course, students will: • know the various concepts of hidden curriculum • understand the constants and variables that influence it. • identify and analyze its importance as a regulatory factor, as a process and as a result in the everyday life of the school classroom. • recognize the sectors of the school environment that constitute the main fields of its formation. • identify and analyze the relationship that develops between official and hidden curriculum

- recognize the ways in which hidden curriculum appears within the context of school culture of and the classroom.
- analyze and compare various individual manifestations of hidden curriculum that arise from the interpersonal relationships of individuals living within the school environment.
- realize its impact on the management and organization of the school classroom.
- realize the role that the hidden curriculum plays in the legitimization or rejection of school knowledge.
- know the impact of both older and newer learning-teaching paradigms on the formation of the hidden curriculum.
- identify and analyze their role as educators and that of students as “creators” of the hidden curriculum.
- identify the relationships that develop between the subjects taught in school and the decisive role that they play in cultural reproduction or “subversion” through the effect of the hidden curriculum
- understand the impact of various forms of student assessment on the creation of specific side effects of the hidden curriculum
- study and analyze research data regarding what students "learn" through the hidden curriculum and propose their own methods and means for improving its negative aspects.
- have developed their own philosophy for education in general, as well as for the individual aspects of the educational process.
- develop into careful observers and critics of our educational system and contribute to the transformation of educational knowledge and process.
- possess the strategies for eliminating the "side effects of the hidden curriculum.
- take a leading role in the utilization and improvement of both the teaching-learning process and the daily life of students in the context of the Greek primary school.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Independent work

- Teamwork
- Decision-making
- Criticism
- Respect for diversity

SYLLABUS

1st week: Course presentation (thematic units and bibliography). Overview of definitions for the curriculum (C.P.). Problems of its conception and conceptualization. Relationship between “intended”, “implemented” and “acquired” curriculum.

2nd week: Conceptualization of hidden curriculum. Definitions of hidden curriculum. Its characteristics and functions. Constants and variables that influence hidden curriculum The hidden curriculum as a regulatory factor, as a process and as a result. Sectors of the school environment that constitute the main fields of formation of hidden curriculum. Formal ≠ hidden curriculum.

3rd week: School space and hidden curriculum (School and class size. Classroom layout and decoration. Desk arrangement, chair position, etc. Class composition and number of students per class).

4th Week: School and class culture: The role of the hidden curriculum. School ecology and culture: Forms and characteristics. Psychological climate of the class: concept, importance, variables, components. Creating conditions for a positive atmosphere and environment. The language of the classroom. Interaction relationships within the classroom. Strengthening positive self-perception and self-confidence, motivation, expectations. Non-linguistic communication within the classroom.

5th Week: The effect of the hidden curriculum on classroom management and organization. Management and organization - classroom control - disciplinary rules, rewards - punishments. School distinction and hierarchy. Management of school time: timetable time, teaching time, time involved in projects.

6th week: Selection, prioritization and legitimization of school knowledge: The “contribution” of hidden curriculum. The problem of the relationship between scientific, school/educational and everyday-experiential or “tacit” knowledge.

7th week: Hidden curriculum and teaching methods. Old and new learning-teaching paradigms and their impact on the formation of hidden curriculum. Teaching models-methods and their contribution to “supporting” or “fighting” implicit knowledge. Teaching and individual differences of students. Teaching and multiple types of intelligence.

8th week: The teacher as “creator” of hidden curriculum. Characteristics and roles of the modern teacher: implementer, leader, thinker. Personal and professional self-perception of the teacher. Acceptance of himself and others. Teaching style of the teacher. Prejudices, attitudes, values of the teacher. Pedagogical relationship: relationship of the teacher with students, teacher with the principal, teachers among themselves and teachers' parents. Expectations of teachers. The teacher and the less "successful" students. The teacher and gifted students. The teacher and students with multiple types of intelligence. Distinguishing the role of the two genders. Stigma of students.

9th week: The student as a factor in shaping the hidden curriculum. Ideology, psychosomatics and motivation for learning. Learning pace and fatigue. Emotional factors and school performance. School success and failure of the student. Self-perception and school performance. Interpersonal relationships of students: school assemblies and student gatherings (corridor, gym, breaks, etc.). Student games. Deviant student behavior.

10th week: Hidden curriculum and school subjects. Subjects of the school curriculum by discipline (e.g. language, social studies, positive sciences, aesthetic education, etc.) and hidden curriculum. Cultural reproduction or “subversion”?

11th week: Assessment and hidden curriculum. Ways/forms of assessment. Types and types of questions. Written homework. The grade as a means of distinguishing students.

12th week: Hidden curriculum: Examples from school life. Citation of research data regarding what students “learn” via hidden curriculum. Presentation of illustrative examples from school life that demonstrate the power of the hidden curriculum (e.g. physical or emotional “abuse”, experiencing injustice, opposing the “system”, etc.) and ways to deal with them.

13th week: Strategies for eliminating the “side effects” of the hidden curriculum. Forms, ways and techniques for minimizing or eliminating it. Conclusions – Recap

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom (face to face teaching)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching. • Video viewing • Learning process support through the e-class electronic platform • Electronic communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	3x 13=39
	Small individual assignments	25
	Independent study	36
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The evaluation is done in the Greek language. The evaluation includes Final Exams (100% of the final grade).	

ATTACHED BIBLIOGRAPHY

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C01 04 The Teacher as a Curriculum Developer

GENERAL INFORMATION

SCHOOL	School of Education Sciences		
DEPARTMENT	Primary Teacher Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	C01 04	SEMESTER	
COURSE TITLE	The Teacher as a Curriculum Developer		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	ECTS
Lectures by the instructor using power-point		3	4
Dialogic discussion and evidenced-based argumentation			
TYPE OF COURSE	Scientific Area (Compulsory Elective Course)		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
OFFERED TO ERASMUS STUDENTS	YES (in English language, with assignment and independent study)		
ONLINE COURSE PAGE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU337/		

LEARNING OUTCOMES

Learning Outcomes
Upon completion of the course, students are expected to: • Be aware of the philosophical paradigms of curricula (e.g. as product, process and practice) in relation to cognitive interests, the role of the teacher, and theories of teaching and learning. • Recognize, externalize and reflect critically on their personal theories, values, beliefs and practices about the curriculum, learning theories and teaching. • Discuss their choices in the content and methodology of teaching and learning and become aware of the ethical and political implications of their choices. • Design and develop learning materials within the context of a teaching unit or a topic that is part of a teaching unit or course based on an informed choice in relation to the philosophical paradigms of the curricula and the supported teaching/learning approach.

- Be aware and apply the DeCoRe+ model for deconstructing, constructing and reconstructing teaching units of the school curriculum with an emphasis on topics that reflect the four pillars of sustainable development.

General Skills

- Critical and Systemic Thinking
- Flexibility
- Creativity
- Cooperation
- Communication
- Decision Making
- Autonomy
- Cross-curricular
- Critical Reflection
- Critical consciousness
- Active Citizenship

COURSE CONTENT

1st Week: Getting to know the students and their personal theories. Students record their personal views, knowledge and practice on the curriculum and the teaching-learning approach.

2nd Week: Students' reflection on their personal views, knowledge and practice concerning curriculum and teachers' role.

3rd Week: Curriculum as product, process and praxis, in relation to the cognitive interests and the role of education.

4th Week: Continuation in regard with the role of teacher, teaching and learning approach as well as of educational and social scientific paradigm.

5th Week: The teacher as a shaper/reformer of the curriculum. Conceptual framework.

6th Week: Introduction to the DeCoRe+ model for the transformation of the teacher as a reformer of the curriculum.

7th Week: Examples of applications of the DeCoRe+ model.

8th Week: Selection of assignments for applying DeCoRe+ model.

9th Week: Reflective discussions concerning the 1st stage of the DeCoRe+ model (Diagnostic Evaluation).

10th Week: Reflective discussions concerning the 2nd stage of the DeCoRe+ model (Deconstruction of teaching content).

11th Week: Reflective discussions concerning the 3rd stage of the DeCoRe+ model (Construction – collection of material and teaching options).

12th Week: Reflective discussions concerning the 4th and 5th stages of the DeCoRe+ model (Reconstruction of teaching material and application strategies in the classroom).

TEACHING AND LEARNING METHOS - ASSESSMENT

MODE OF DELIVERY	Face-to-face (in class) lectures			
ICT USE	• Use of ICT during teaching • Projection of instructor-developed material and related video • Electronic communication with students through the e-class platform			
ORGANIZATION OF TEACHING	ACTIVITY	SEMESTER WORKLOAD	ECTS	
	13 Lectures	39 hours (13 lectures χ 3 hours)	1,5	
	Independent study and preparation for the final exams	61 hours	2,5	
	Total	100	4	
STUDENT ASSESSMENT	Student assessment is conducted in Greek language and includes: 20% participation in class activities 80% final written assignment.			

SUGGESTED READING LIST

SUGGESTED READING LIST Biasutti, M., Makrakis, V., Concina, E., Frate, S. (20*18). Educating academic staff to reorient curricula in ESD. International Journal of Sustainability in Higher Education 19(1), 179-196. https://doi.org/10.1108/IJSHE-11-2016-0214 Illeris, K. (επιμ.) (2009). Σύγχρονες Θεωρίες Μάθησης. Εκδόσεις Μεταίχμιο. Κωστούλα-Μακράκη, Ν. & Μακράκης, Β. (2006). Διαπολιτισμικότητα και Εκπαίδευση για ένα Βιώσιμο Μέλλον. Κρήτη: E-media. Koustoulas-Makrakis, N. (2010). Developing and applying a critical and transformative model to address ESD in teacher education. Journal of Teacher Education for Sustainability, vol. 12, no. 2, pp. 17-26. https://intapi.sciendo.com/pdf/10.2478/v10099-009-0051-0 Koustoulas-Makrakis, N. & Makrakis, V. (2020). Developing student-driven learning activities to promote refugee quality education through CARE methodology. International Journal of Early Years Education, vol. 28(2), pp. 176-188. https://doi.org/101080/09669760.2020.1765091 Makrakis, V (2017). Unlocking the potentiality and actuality of ICTs in developing sustainability-justice curricula and society. Knowledge Cultures 5(02), 103-122. https://doi.org/10.22381/KC5220177 Makrakis, V. & Koustoulas-Makrakis, N. (2023). A participatory curriculum approach to ICT-enabled education for sustainability in Higher Education. Sustainability 15(5), 3967 https://doi.org/103390/su15053967 Φρυδάκη, Ε. (2009). Η διδασκαλία στην τομή της νεωτερικής και μετανεωτερικής σκέψης. Αθήνα: Εκδόσεις Κριτική.

C01 05 Curriculum and Cinema

GENERAL

SCHOOL	EDUCATIONAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	C01 05	SEMESTER	All
COURSE TITLE	<i>Curriculum and Cinema</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Mandatory		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU362/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
After successfully completing the course, students will: • be aware of the structural characteristics and functions of cinema as a medium that can be utilized in the context of both the intended and the applied curriculum. • know the ways and practices of selecting films or their excerpts that can be part of the learning/teaching process within the classroom. • recognize the relationships that govern the selection, distribution and evaluation of this form of knowledge. • have been introduced to the issues arising from the relationships that develop between cinema and the modern methods and principles of teaching and learning according to which

modern curricula are developed.

- understand the role that cinema can play within the context of school reality.
- have developed teaching materials, which will contribute to the "improvement" of any ambiguities or imperfections identified in the material contained in the curriculum and in the textbooks of the primary school.
- have formed their own philosophy for education, the curriculum and other aspects of the educational process.
- develop into careful observers and critics of our educational system and will contribute to the transformation of educational knowledge and process.
- master the methodology for evaluating films so that they can become an integral part of the curriculum of the Greek Primary school.
- can take a leading role in the utilization and improvement of the provided forms of knowledge within the framework of the primary school in our country.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Independent work

- Teamwork
- Decision-making
- Criticism
- Respect for diversity

SYLLABUS

1st week: Presentation of thematic unit

2nd week: Methodology for evaluating and selecting films that can be part of the formal and applied curriculum. Representative models for developing teaching materials.

3rd-8th week: Presentation of films, discussion on them and identification of thematic areas that can be used as additional supplementary material in the classroom.

9th-12th week: Practical application. Presentation, discussion and implementation of the techniques for creating educational material using cinema. Production of supplementary educational material by students in the auditorium.

13th week: Conclusions – Recap.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom (face-to-face teaching) dialectical discussion and documentation of positions by the teacher and the students joint investigation and examination of the various topics	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching. • Screening of films • Screening of material that has been produced, as well as related videos • Support of the learning process through the electronic platform e-class • Electronic communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	3χ 13=39
	Small individual assignments	25
	Independent study	36
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The evaluation is done in the Greek language. The evaluation includes Final Exams (100% of the final grade).	

ATTACHED BIBLIOGRAPHY

Andritsos G. (2020). *Cinema and History. The Occupation and the Resistance in Greek Feature Fiction Films from 1945 to 1981*, Athens, Pedioti Eleni and Co. OE.

Delveroudi E. (2004). *Young People in the Comedies of Greek Cinema*, Athens, National Research Foundation.

Ferro M. (2002). *Cinema and History*, Athens, Metaichmio.

- Goulis D. (2016). *Images of Childhood on the Big Screen*, Athens, University Studio Press.
- Karalis V. (2023). *A History of Greek Cinema*, Athens, DOMA
- Kelesidis V. (2009). *Cinema as a Factor in the Formation of Children's Historical Ideas*, Athens, Graphima.
- Lemonidou E. (2017). *History on the Big Screen. History, Cinema and National Identities*, Athens, Anima.
- Mitropoulou A. (2006). *Greek Cinema*, Athens, Papazisi.
- Mylonas K. (2001). *Music in Greek Cinema*, Athens, KEDROS
- Ntalassis S. (2019). *Society, religion and culture in Greek cinema of the 1950s*, Athens, Capricorn
- Papadimitriou L. (2009). *The Greek film musical. Critical-cultural perspective*, Athens, Papazissis
- Paradisi M. & Nikolaidou A. (2017). *From Early to Modern Greek Cinema. Issues of methodology, theory, history*, Athens, Gutenberg
- Santas K. (2006). *How I see a film. Study in the art of cinema*. Athens, Grigoris
- Soldatos G. (2015). *A brief history of Greek cinema*, Athens, Capricorn.
- Sorlin P. (2006). *Sociology of Cinema*, Athens, Metaichmio.
- Stamos N. (2021). *The use of cinema in the teaching and learning of history*, Athens, PAPAZISSIS
- Thanouli E. (2024). *History and Cinema. Narrating on Screen*, Athens, Pedio
- Tomai F. (2006). *Representations of War*, Athens, Papazisi.
- Valoukos S. (2011). *New Greek Cinema (1965-1981). History and Politics*, Athens, Ioannis Soldatos.

C01 06 School Textbooks

GENERAL

SCHOOL	EDUCATIONAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	C01 06	SEMESTER	4 th and upper
COURSE TITLE	<i>School Textbooks</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Mandatory		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English with homework and personal study)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDE152/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
After successfully completing the course, students will: • have been informed about the structural characteristics and functions of school textbooks. • know the ways and practices of selecting the material contained in school textbooks. • have understood the relationships that govern the selection, distribution and evaluation of school knowledge. • are initiated into the problems that arise from the relationships that develop between the curriculum and modern methods and principles of teaching and learning with school textbooks. • have understood the role that school textbooks play within the context of school reality.

- have developed teaching material, which will contribute to the "improvement" of any ambiguities or imperfections identified in the material contained in elementary school textbooks.
- have developed their own philosophy for education, school textbooks and other aspects of the educational process.
- have become careful observers and critics of our educational system and will contribute to the transformation of educational knowledge and process.
- are capable of taking a leading role in the utilization and improvement of the school textbooks of the primary school of our country.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

Independent work

- Teamwork
- Decision-making
- Criticism
- Respect for diversity

SYLLABUS

1st week: Presentation of thematic units and relevant bibliography

2nd week: Process of writing school textbooks. Institutional development.

3rd week: Characteristics and functions of school textbooks.

4th – 9th week: Content of primary school textbooks. Way of presenting thematic areas within school textbooks. Indicative thematic areas:

The institution of the family

Various religions

Two genders

Values

Human rights and children's rights

Diversity

Various historical periods

European dimension

Traffic education

Sexual education

Environmental education

Consumer education

Peace education Cultural issues 10th – 11th week: Errors, falsifications and distortions in Greek primary school textbooks. 12th week; Representative models of development of modules. 13th week: Conclusions – Recap.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom (face to face teaching)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching. • Video viewing • Learning process support through the e-class electronic platform • Electronic communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	3x 13=39
	Small individual assignments	25
	Independent study	36
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The assessment is done in the Greek language. The assessment includes Final Exams (100% of the final grade).	

ATTACHED BIBLIOGRAPHY

Andreou A. (2008). The teaching of History in Greece and research in school textbooks, Athens, Metaichmio. Christodoulou A. (2007). Semiotics and school textbooks, Athens, University Studio Press. Ivrinteli M. (2024). The Greek primary school textbooks: Selected assumptions and omissions, Athens, Diadrasi. Kapsalis A. & Charalambous D. (2008). School textbooks, Athens, Metaichmio. Vrettos I. (2018). Syllabus and school textbook, Athens, Diadrasi.

C02 Teaching Methodology

C02 01 Y Theory and Methodology of Teaching

ΓΕΝΙΚΑ

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	PEDAGOGICAL DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE CODE	C02 01 Y	SEMESTER	2 nd
COURSE TITLE	Theory and Methodology of Teaching		
TEACHING ACTIVITIES		WEEKLY INSTRUCTIONAL HOURS	CREDIT UNITS
Lectures from the instructor with the use of PowerPoint slides		3	4
Students presenting their essays			
Commenting and reflective feedback on the essays from the instructor and the students			
COURSE TYPE	Scientific field		
PREREQUISITE COURSES:	-		
LANGUAGE OF TEACHING AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (project work)		
WEBSITE OF THE COURSE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU364/		

LEARNING OUTCOMES

Learning Outcomes

By the end of the course, students are expected to be able to:

- Demonstrate deep understanding of learning theories and corresponding teaching models suitable for Primary Education.
- Recognise multiple interpretations and dimensions of scientific literacy for Primary Education and follow curriculum-based teaching guidelines.
- Identify alternative conceptions held by Primary Education students and design activities to restructure these ideas through experimentation, gamification, and interaction with peers and teachers.
- Identify best teaching practices and sample educational activities for Primary Education.
- Design and implement lesson plans grounded in constructivist methods, inquiry-based experimentation, experiential learning, and collaborative group work.
- Apply methods and scientific practices such as observation and experimentation, grounded in inquiry-based learning, and design educational activities that cultivate these practices.
- Use ICT tools (digital games, educational robotics, sensors, VR applications, mobile apps, simulations, etc.) for both in-person and distance/blended teaching (online platforms and repositories).
- Adopt innovative teaching practices (e.g., drama-based pedagogies) that develop children's sensorimotor abilities and stimulate interest and emotional engagement.
- Implement practices and activities that foster positive attitudes and identities toward learning.
- Cultivate social/soft skills and 21st-century competencies to collaborate more effectively, communicate, interact, think critically, and present to broader audiences.
- Understand traditional and innovative assessment methods in both formal and informal learning environments.
- Recognise interdisciplinary connections between scientific fields and identify topics with strong cross-disciplinary links.
- Introduce and handle socio-scientific issues with students using developmentally appropriate scientific argumentation.

General Competences

- Independent work
- Collaborative work
- Decision-making
- Creativity and Imagination
- Critical feedback

CONTENT OF THE COURSE

1st	Introduction: Dimensions of Literacy
2nd	Theoretical Principles of Didactics
3rd	Learning Theories
4th	Alternative Ideas
5th	Models of Teaching
6th	Educational Reconstruction
7th	Lesson Planning
8th	Play-Based Methods: Conceptual PlayWorlds
9th	Play-Based Methods II: Designing PlayWorlds
10th	Arts-Based Methods: Creative Writing
11th	Arts-Based Methods: Theatre
12th	Arts-Based Methods: Improvisational Theatre
13th	Presentation of Student Work

METHODS OF TEACHING AND LEARNING - ASSESSMENT

DELIVERY METHOD	In-person sessions (3 hours per week) Presentation of students' essays and discussion-feedback from the instructor and the fellow students.		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	ICT tools will be used for: • Presentation: slides, projector, videos, animations • Note-taking: online notebooks (e.g., Padlet), concept-mapping tools (e.g., CmapTools) • Communication: e-mail and the e-class platform (course management and materials)		
ORGANISATION OF INSTRUCTION	Activity	Semester Workload	ECTS units
	13 lectures and presentations	39 hours (13 lectures/ presentations x3)	1,56
	Preparation and organisation of essays	26 hours	1,04
	Developing essays	35 hours	1,4
	Total	100	4

STUDENT ASSESSMENT	Assessment is carried out in the Greek language (and in English for the Erasmus students). 50% creative essays 50% final oral examination

INDICATIVE BIBLIOGRAPHY

- Allen, M. (2014). *Παρανοήσεις στις Φυσικές Επιστήμες στην Πρωτοβάθμια Εκπαίδευση*. Gutenberg,
- Driver, R, Squires, A., Rushworth, P., & Wood-Robinson, V. (2000). *Οικοδομώντας έννοιες φυσικών επιστημών – Μια παγκόσμια σύνοψη των ιδεών των μαθητών*. Εκδόσεις Τυπωθήτω, Αθήνα.
- Fleer, M. (2019). Conceptual PlayWorlds as a pedagogical intervention: Supporting the learning and development of the preschool child in play-based setting. *Obutchénie*, 3(3).
- Fragkiadaki, G., Fleer, M., & Rai, P. (2023). Science concept formation during infancy, toddlerhood, and early childhood: Developing a scientific motive over time. *Research in Science Education*, 53(2), 275-294.
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- Varelas, M., Pappas, C. C., Tucker-Raymond, E., Kane, J., Hankes, J., Ortiz, I., & Keblawe-Shamah, N. (2010). Drama activities as ideational resources for primary-grade children in urban science classrooms. *Journal of Research in Science Teaching*, 47(3), 302-325.
- Varelas, M., Kotler, R. T., Natividad, H. D., Phillips, N. C., Tsachor, R. P., Woodard, R., Gutierrez, M., Melchor, M. A., & Rosario, M. (2022). "Science theatre makes you good at science": Affordances of embodied performances in urban elementary science classrooms. *Journal of Research in Science Teaching*, 59(4), 493-528.
- Vygotsky, L. S. (1966). Play and its role in the mental development of the child. *Soviet psychology*, 12(6), 62-76.

C02 03 Alternative Forms of Teaching/Learning and their Theoretical Foundations

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Pedagogical Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	C02 03	SEMESTER	
COURSE TITLE	Alternative Forms of Teaching/Learning and their Theoretical Foundations		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>			
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> The course aims at introducing prospective primary teachers to a framework of theoretical concepts and applied instructional approaches which—as a whole—make possible the realization of the developmental potential of both students and teachers themselves. Upon completion of the course, students are expected to: - be familiar with the epistemological foundations of specific learning theories and teaching models;

- understand the phylogenetic limitations of didactics as a scientific field; - recognize and analyse the nature of the (everyday) concepts they use to interpret learning and teaching; - consciously select (scientific) concepts in order to support their teaching; - design and develop teaching scenarios.																			
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td><i>.....</i></td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td><i>.....</i></td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
- Critical and systemic thinking - Cognitive flexibility - Creativity - Collaboration - Communication - Decision-making - Autonomy - Interdisciplinarity																			

SYLLABUS

Introduction - Introductory concepts and clarification of the terms teaching, learning, and alternative teaching methods - Key stages in the development of Cultural–Historical Theory - Fundamental principles and concepts of Cultural–Historical Theory The Formation and Development of Meaning - Functions of the word (reference, meaning, sense) - Stages of concept development (syncretism, complexes, conceptual thinking) - Everyday versus scientific concepts - The role of instruction in transforming everyday concepts into scientific concepts Instructional Approaches Emphasizing the Move from the Particular to the General - The Simple Model - The Concept Attainment Model

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	3 x 13 = 39 (1,56 ECTS)
	Self-directed study	61 (2,44 ECTS)
	Course total	100 (4 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Method: final written exams with open-ended questions and problem-solving tasks. Language of exams: Greek	

ATTACHED BIBLIOGRAPHY

- Kozulin, A., Gindis, B., Ageyev, V. & Miller, S. (2003). *Vygotsky's Educational Theory in Cultural Context*. Cambridge University Press.
- van der Veer, R. & Valsiner, Jaan (1991). *Understanding Vygotsky: a quest for synthesis*. Blackwell
- Vygotsky, L. (1987) *Thinking and Speech*. In R. W. Rieber and A. S. Carton (Eds.), *The collected works of L. S. Vygotsky. Vol. I: Problems of general psychology* (pp. 39-285). Plenum Press
- Wertsch, J. V. (1985). *Vygotsky and the social formation of mind*. Harvard University Press
- Yasnitsky, A., van der Veer, R. & Ferrari, M. (2014). *The Cambridge Handbook of Cultural-Historical Psychology*. Cambridge University Press.

C02 04 Instructional Design and Development of Teaching Material

GENERAL

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	PEDAGOGICAL DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE CODE	C02 04	SEMESTER	2 nd
COURSE TITLE	Instructional Design and Development of Teaching Material		
TEACHING ACTIVITIES		WEEKLY INSTRUCTIONAL HOURS	CREDIT UNITS
Lectures from the instructor with the use of PowerPoint slides		3	4
Students presenting their essays			
Commenting and reflective feedback on the essays from the instructor and the students			
COURSE TYPE	Scientific field		
PREREQUISITE COURSES:	-		
LANGUAGE OF TEACHING AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (project work)		
WEBSITE OF THE COURSE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU365/		

LEARNING OUTCOMES

Learning Outcomes
By the end of the course, the students are expected to be able to: - Identify, evaluate, and follow teaching guidelines proposed by the national curriculum. - Design and implement worksheets and lesson plans based on constructivist methods of experimentation, experiential learning, and cooperative group work. - Develop appropriate vocabulary for teaching in Primary Education, adjusted to children's knowledge and developmental needs.

• Recognise children's alternative conceptions in core curriculum topics and design activities that restructure these ideas through experimentation, gamification, and interaction with peers and teachers. • Use ICT both for distance and blended learning environments as well as during in-person teaching to stimulate interest and develop children's digital skills. • Implement innovative and alternative teaching approaches based on theatre and creative writing that strengthen children's sensorimotor skills, engagement, and emotional involvement. • Encapsulate practices and activities that foster positive attitudes and identities toward Science Education. • Cultivate social/soft skills and 21st-century competencies that support more effective presentation, communication, interaction, critical thinking, and evaluation of teaching approaches. • Understand traditional and innovative methods for evaluating children's learning in both formal and informal learning environments.
General Competences
- Independent work - Collaborative work - Decision-making - Creativity and Imagination - Critical feedback

CONTENT OF THE COURSE

1st	Introduction: Theoretical Principles of Didactics (I)
2nd	Theoretical Principles of Didactics (II)
3rd	Models of Teaching
4th	Lesson Planning (I)
5th	Lesson Planning (II)
6th	Concept Maps
7th	Integration of ICT
8th	Principles of Interdisciplinarity and STEM
9th	Designing and Developing STEAM Activities: Creative Writing (I)
10th	STEAM Activities: Creative Writing (II)
11th	STEAM Activities (III): Artistic Photography
12th	STEAM Activities (IV): Theatre
13th	Presentation of Student Work & Synthesis

METHODS OF TEACHING AND LEARNING - ASSESSMENT

DELIVERY METHOD	In-person sessions (3 hours per week) Presentation of students' essays and discussion-feedback from the instructor and the fellow students.

USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	ICT tools will be used for: • Lecturing: slides, projector, videos, animations • Activity design: mobile apps, simulations, educational videos, sensors/microcontrollers, digital games • Note-taking: online notebooks (Padlet), concept-mapping software (CmapTools) • Communication and course management: e-mail, e-class platform		
ORGANISATION OF INSTRUCTION	Activity	Semester Workload	ECTS units
	13 lectures and presentations	39 hours (13 lectures/ presentations x 3)	1,56
	Preparation and organisation of essays	26 hours	1,04
	Developing essays	35 hours	1,4
	Total	100	4
STUDENT ASSESSMENT	Assessment is carried out in the Greek language (and in English for the Erasmus students). 50% final written exam scores 50% project deliverables		

INDICATIVE BIBLIOGRAPHY

- Allen, M. (2014). *Παρανοήσεις στις Φυσικές Επιστήμες στην Πρωτοβάθμια Εκπαίδευση*. Gutenberg, <https://static.eudoxus.gr/books/https://static.eudoxus.gr/books/56/toc-86057356.pdf>
- Driver, R, Squires, A., Rushworth, P., & Wood-Robinson, V. (2000). *Οικοδομώντας έννοιες φυσικών επιστημών – Μια παγκόσμια σύνοψη των ιδεών των μαθητών*. Εκδόσεις Τυπωθήτω, Αθήνα.
- Kalaitsidaki, M., Mantadaki, K., & Tsantiropoulos, A. (2022). Picturing the Urban Environment: Using Photovoice to Bring University Students' Views and Voices into Urban Environmental Education. In *Current Research in Biology Education: Selected Papers from the ERIDOB Community* (pp. 301-313). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-030-89480-1_23
- Kalogiannakis, M., Papadakis, S., & Zourmpakis, A. I. (2021). Gamification in science education. A systematic review of the literature. *Education Sciences*, 11(1), 22. <https://doi.org/10.3390/educsci11010022>
- Mook, T. (2020). *The Little Book of Improv: A Short Guide to Improv Comedy*. USVA course notes.
- Propp, V. (1968). *Morphology of the Folktale*. American Folklore Society Bibliographical and Special Series, Vol. 9.

Varelas, M., Pappas, C. C., Tucker-Raymond, E., Kane, J., Hanks, J., Ortiz, I., & Keblawe-Shamah, N. (2010). Drama activities as ideational resources for primary-grade children in urban science classrooms. *Journal of Research in Science Teaching*, 47(3), 302-325.

<https://doi.org/10.1002/tea.20336>

Varelas, M., Kotler, R. T., Natividad, H. D., Phillips, N. C., Tsachor, R. P., Woodard, R., Gutierrez, M., Melchor, M. A., & Rosario, M. (2022). "Science theatre makes you good at science": Affordances of embodied performances in urban elementary science classrooms. *Journal of Research in Science Teaching*, 59(4), 493-528.

<https://doi.org/10.1002/tea.21735>

C02 07 Values and Value System

GENERAL INFORMATION

SCHOOL	School of Education Sciences		
DEPARTMENT	Department of Primary Teacher Education		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	C02 S07	SEMESTER	6 ^o and above
COURSE TITLE	<i>Values and Value Systems</i>		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY HOURS	ECTS
Lectures by the instructor using power-point		3	5
COURSE TYPE	Scientific Field		
PREREQUISITES	-		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE OFFERED TO ERASMUS STUDENTS	Yes, (in English, through coursework and independent study)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU360/		

LEARNING OUTCOMES

Learning Outcomes
The main objective of the course is the conceptual exploration of values and their pedagogical application through specific teaching strategies, with the framework of: - Interdisciplinary and holistic approach to teaching and learning, and - Current international activities in education Upon successful completion of the course, students will be able to: - Define values and distinguish between different types of values. - Differentiate values from attitudes and beliefs. - Understand international initiatives for the development of values. - Identify values in international documents such as the Earth Charter Initiative and the 17 United Nations Sustainable Development Goals (SDGs). - Integrate Values into everyday teaching practice within the framework of Education for Sustainable Development (ESD).
GENERAL COMPETENCES

- Independent work
- Teamwork
- Decision making
- Critical thinking
- Respect for diversity

COURSE CONTENT

Week 1: Introduction, student expectations, analysis of the course syllabus and assessment method (exemption assignment). Introductory conceptual clarifications.

Week 2-3: Values within the framework of Education for Sustainable Development – European Sustainability Competence Framework (GreenComp)

Week 4-5: Categorization of values according to OECD Learning Compass

Week 6: International Initiatives for values development: The Earth Charter and the 17 Sustainable Development Goals.

Week 7: Selection of topics by students and development of a presentation timetable. The assignment involves selecting a teaching unit from the primary school curriculum and redesign it by integrating an interdisciplinary values-based approach, using the Earth Charter and 17 SDGs.

The redesign applies to: the student textbook, workbook activities and teacher guide instructions. Examples are provided.

Week 8-12: Student presentations.

Week 13: Conclusions and Course recap.

TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY	Face-to-face instruction in the classroom. Student presentation and peer/instructor feedback. 0		
USE OF ICT	Use of ICT in teaching. • Presentation of produced material and students presentation. • Learning support via the e-class platform. • Electronic communication with students.		
COURSE ORGANIZATION	Activity	Semester Workload	ECTS
	13 lectures/presentations	39 hours (13 lectures/presentations X3)	1,58
	Preparation and organization of the assignments	26 hours	1,00

	Development of assignments	60 hours	2,42
	Total	125	5
STUDENT ASSESSMENT	Assessment is conducted in Greek and includes: • In-class presentation of student assignments • Submission of the final written assignment at the end of the semester.		

RECOMMENDED BIBLIOGRAPHY

Suggested Reading List

Bianchi, G., Pisiotis, U., Cabrera Giraldez, M. GreenComp – Το ευρωπαϊκό πλαίσιο ικανοτήτων βιωσιμότητας. Bacigalupo, M., Punie, Y. (επιμελητές), EUR 30955 EL, Υπηρεσία Εκδόσεων της Ευρωπαϊκής Ένωσης, Λουξεμβούργο, 2022. ISBN 978-92- 76-53216-3, doi:10.2760/374453, JRC128040.

Earth Charter International (2009). *A Guide for Using the Earth Charter in Education.*

Διαθέσιμο στο:

http://earthcharter.org/invent/images/uploads/EC_Education_Guide_2%20APRIL_2009.pdf

Ευρωπαϊκή Επιτροπή, Κοινό Κέντρο Ερευνών, GreenComp, Το ευρωπαϊκό πλαίσιο ικανοτήτων βιωσιμότητας, Υπηρεσία Εκδόσεων της Ευρωπαϊκής Ένωσης, 2022, <https://data.europa.eu/doi/10.2760/374453>

Haste, H. (2018). Attitudes and Values and the OECD Learning Framework 2030: A Critical Review of Definitions, Concepts and Data. http://www.oecd.org/education/2030-project/contact/Draft_Papers_supporting_the_OECD_Learning_Framework_2030.pdf

Κομνηνού, Ι. (2007). *Η διδασκαλία των αξιών στην εκπαίδευση (πρωτοβάθμια και δευτεροβάθμια), στο πλαίσιο των ευρωπαϊκών εκπαιδευτικών προγραμμάτων.* Διαθέσιμο στο: <http://users.sch.gr/ikomninou>

Kostoulas-Makrakis, N., (2015). The Earth Charter as a Pedagogical Framework to Transform Teaching and Learning towards Sustainability. Στο Κ.Γ. Μπίκος και Ε. Ταράτορη (Επιμ.), *Μελετήματα και ερωτήματα της Παιδαγωγικής Επιστήμης*. Εκδόσεις Κυριακίδη, σ. 337-346.

Λιαράκου, Γ., Φλογαΐτη, Ε. (2011). Το ζήτημα των αξιών στην εκπαίδευση για το περιβάλλον και την αειφορία. Στο Ε. Θεοδωροπούλου, Μ. Καΐλα, C. Larrere, M. Bonnett (Επιμ.), *Περιβαλλοντική ηθική. Από την έρευνα και τη θεωρία στην εφαρμογή*, σ. 241-258. Διάδραση.

OECD (2019). Sustainable Development Report 2019. Transformations to Achieve the Sustainable Development Goals. Paris:OECD. Available at Sustainable Development Report 2019 - Sustainable Development Report

OECD (2023). The OECD Learning Compass. Paris: OECD. Available at The OECD Learning Compass 2030 | OECD

UNESCO (2014). *Global Citizenship Education Preparing learners for the challenges of the twenty-first century.* Paris: UNESCO. Διαθέσιμο στο: <http://unesdoc.unesco.org/images/0022/002277/227729E.pdf>

Websites:

Η Πρωτοβουλία του Καταστατικού Χάρτη της Γης στην Ελλάδα <http://www.earthcharterhellas.edc.uoc.gr>

CO2 09 Teaching and Education for Sustainable Development

GENERAL INFORMATION

SCHOOL	School of Education Sciences		
DEPARTMENT	Primary Teacher Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	CO2 09	SEMESTER	5 th and above
COURSE TITLE	Teaching and Education for Sustainable Development		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	ECTS
Lectures using power-point		3	4
Dialogic discussion and evidenced-based argumentation			
COURSE TYPE	Scientific Area (Compulsory Elective)		
PREREQUISITES	None		
LANGUAGE OF INSTRUCTION AND ASSESSEMENT:	Greek		
OFFERED TO ERASMUS STUDENTS	Yes (in English, with assignment and independent study)		
ONLINE COURSE PAGE (URL)			

LEARNING OUTCOMES

Learning Outcomes
The course aims to help students shift from theory to practice by applying the principles of transformative pedagogy in Education for Sustainable Development (ESD), particularly through its related teaching approaches. Upon completion of the course, students are expected to: • Discuss the notion of transformative pedagogy in the context of ESD. • Distinguish the main differences between transformative pedagogy and other pedagogical paradigms. • Reconstruct a teaching unit based on the principles of sustainable development, with emphasis on the Earth Charter and the 17 SDGs. • Develop interdisciplinary and cross-curricular teaching interventions focusing on sustainability issues.
GENERAL COMPETENCES

- Critical and Systemic Thinking
- Flexibility and autonomy
- Collaboration
- Communication
- Connectivity
- Interdisciplinarity
- Production of new knowledge
- Creativity and innovation
- Decision-making

COURSE CONTENT

1st Week: From the UN Decade of Education for Sustainable Development to the 17 Sustainable Development Goals.

2nd Week: Concepts and definitions: What is Sustainable Development, ESD as a new field in education.

3rd Week: Theoretical Considerations: Connections among ESD, the Earth Charter and the 17 SDGs.

4th Week: Transformative Pedagogy, ESD, and Curriculum I.

5th Week: Transformative Pedagogy, ESD, and Curriculum II.

6th Week: Transformative Teaching and Learning Strategies linked to Sustainable development.

7th Week: Deconstructing a Teaching Unit within the framework of Transformative Pedagogy and ESD I.

8th Week: Deconstructing a Teaching Unit within the framework of Transformative Pedagogy and ESD II.

9th Week: Designing a transformative lesson plan based on the 17 SDGs.

10th Week: Designing a transformative lesson plan based on the Earth Charter.

11th Week: Reflective discussions concerning the design of a lesson plan based on the principles of ESD I.

12th Week: Reflective discussions concerning the design of a lesson plan based on the principles of ESD II.

13th Week: Recap

TEACHING AND LEARNING METHODS-ASSESSMENT

MODE OF DELIVERY	Face-to-face (in class) lectures			
ICT USE	• Use of ICT during teaching • Projection of instructor-developed material and related videos • Electronic communication with students			
ORGANIZATION OF TEACHING	Activity	Semester Workload	ECTS	

	13 Lectures	39 hours (13 lectures x3)	1,56
	Independent study and preparation for the final exams	61 hours	2,44
	Total	100	4
STUDENT ASSESSMENT	Student assessment is conducted in Greek language and includes 20% participation in class activities 80% final written assignment		

SUGGESTED READING LIST

SUGGESTED READING LIST:

Ζαχαρίου, Α., Καδής, Κ. & Νικολάου, Α. (2011). Θέματα Αειφόρου Ανάπτυξης στην Εκπαίδευση. Λευκωσία: Εκδόσεις Πολιτιστικού Ιδρύματος Τραπέζης Κύπρου.

Κωστούλα-Μακράκη, Ν. & Μακράκης, Β. (2008). Διαπολιτισμικότητα και Εκπαίδευση για ένα Βιώσιμο Μέλλον. Κρήτη: E-media.

Κωστούλα-Μακράκη, Ν. (2017). Η Πρωτοβουλία του Καταστατικού Χάρτη της Γης (EarthCharter) και οι 17 Στόχοι της Βιώσιμης Ανάπτυξης (Sustainable Development Goals). *Πρακτικά Πανελλήνιου Συνεδρίου Όψεις του Αειφόρου Σχολείου*. σ. 295-309. Διαθέσιμη στο: http://aeiforum.eu/images/aeiforo_sxoleio/Opseis_Aeiforou_Sxoleiou_14&15_10_2017_pra ktika.pdf

Κωστούλα-Μακράκη, Ν. (2017). The Earth Charter through the Lenses of Sustainability Justice. Στο Α. Λιοναράκης, Σ. Ιωακειμίδου, Μ. Νιάρη, Γ. Μανούσου, Τ. Χαρτοφύλακα, Σ. Παπαδημητρίου, Α. Αποστολίδου (Επιμ.), *Πρακτικά. 9ο Διεθνές Συνέδριο για την Ανοικτή & εξ Αποστάσεως Εκπαίδευση. Ο Σχεδιασμός της Μάθησης*. Αθήνα 23-26 Νοεμβρίου 2017. Ελληνικό Ανοικτό Πανεπιστήμιο. Ελληνικό Δίκτυο Ανοικτής & εξ Αποστάσεως Εκπαίδευσης. Τόμος 3. Μέρος Α., σ. 11-18. DOI: <http://dx.doi.org/10.12681/icodl.1369>

Φλογαίτη, Ε. (2006). Εκπαίδευση για το περιβάλλον και την αειφορία. Αθήνα: Ελληνικά Γράμματα.

Earth Charter International (2009). *A Guide for Using the Earth Charter in Education*. Διαθέσιμο στο: http://earthcharter.org/invent/images/uploads/EC_Education_Guide_2%20APRIL_2009.pdf

Kostoulas-Makrakis, N., (2015). The Earth Charter as a Pedagogical Framework to Transform Teaching and Learning towards Sustainability. Στο Κ.Γ. Μπίκος και Ε. Ταρατόρη (Επιμ.), *Μελετήματα και ερωτήματα της Παιδαγωγικής Επιστήμης*. Εκδόσεις Κυριακίδη, σ. 337-346.

Scoullas, M. & Malotidi, V. (2004). Handbook on methods used in Environmental Education and Education for Sustainable Development. Athens: MIO-ECSDE.

Websites:

Η Πρωτοβουλία του Καταστατικού Χάρτη της Γης στην Ελλάδα

<http://www.earthcharterhellas.edc.uoc.gr>

Περιφερειακό Κέντρο Ανάπτυξης Ηνωμένων Εθνών. Στόχοι Βιώσιμης Ανάπτυξης

<https://www.unric.org>

C02 10 Concept Development from a Cultural-historical Perspective

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Pedagogical Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	C02 10	SEMESTER	
COURSE TITLE	<i>Concept Development from a Cultural-historical Perspective</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Seminar meetings		3	5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Seminar		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
Upon completion of the course, students should be able to: - recognize and identify the core concepts developed within the field of Cultural–Historical Theory; - be familiar with contemporary scholarly debates concerning open issues in conceptual development and didactics; - design instructional activities based on the principles of Cultural–Historical Theory with regard to conceptual development.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Critical and systemic thinking
- Cognitive flexibility
- Creativity
- Collaboration
- Communication
- Decision-making
- Autonomy
- Interdisciplinarity

SYLLABUS

1. Key stages in the development of Cultural–Historical Theory
2. Main concepts of Cultural–Historical Theory
3. Examination of the concepts of teaching, learning, memory, and intelligence
4. The formation and development of concepts from the perspective of cognitive theories
5. The formation and development of concepts from the perspective of Cultural–Historical Theory
 - Functions of the word (referent, meaning, sense)
 - Stages of concept development (syncretism, complexes, conceptual thinking)
 - Everyday and scientific concepts
 - The Zone of Proximal Development
 - The role of instruction in transforming everyday concepts into scientific concepts
 - Laws and principles of conceptual development
6. Instructional approaches focusing on spontaneous concept development
7. Instructional approaches focusing on concept development from the perspective of Cultural–Historical Theory

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY

Face-to-face, Distance learning, etc.

Face-to-face

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students		
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Activity	Semester workload
	13 meetings and presentations	39 (1,58 ECTS)
	Study and analysis of bibliography	25 (1,00 ECTS)
	Assignments	60 (2,42 ECTS)
	Course total	124 (5 ECTS)
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Participation in the seminar (25%) Final assignment (75%)	

ATTACHED BIBLIOGRAPHY

Dafermos, M. (2108). Rethinking Cultural-Historical Theory. A Dialectical Perspective to Vygotsky. Springer

Kozulin, A., Gindis, B., Ageyev, V. & Miller, S. (2003). Vygotsky's Educational Theory in Cultural Context. Cambridge University Press.

van der Veer, R. & Valsiner, Jaan (1991). Understanding Vygotsky: a quest for synthesis. Blackwell

Vygotsky, L. (1987) Thinking and Speech. In R. W. Rieber and A. S. Carton (Eds.), The collected works of L. S. Vygotsky. Vol. I: Problems of general psychology (pp. 39-285). Plenum Press

C04 Educational Evaluation

C04 04 Evaluation of Educational Practice and School Effectiveness

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	C04 04	SEMESTER	
COURSE TITLE	<i>Evaluation of Educational Practice and School Effectiveness</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>			
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:			
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix</i>

Guidelines for writing Learning Outcomes																			
The main aim of the course is for participants to be able to describe the characteristics of an effective school and effective teaching practice. After the successful completion of the course, students will be able to: - formulate clear definitions of the concepts of an effective school and effective educational practice - develop a well-documented opinion on whether the evaluation of schools and educational practice is necessary - know the characteristics of an effective school - have studied research on school effectiveness - know strategies and methods for school evaluation - have knowledge of and an informed opinion about the official process for evaluating school units in our country - know the characteristics of effective educational practice - be aware of the relationship between the effectiveness of the school unit and the effectiveness of educational practice - be able to evaluate their own educational practice																			
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td>.....</td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td>.....</td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>		<i>Production of new research ideas</i>	<i>Others...</i>		
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>																			
<i>Production of new research ideas</i>	<i>Others...</i>																		
																			
- Independent work - Group work - Practice of critical thinking and self-criticism																			

SYLLABUS

- Week 1: Introduction, students' expectations, analysis of the semester's course outline and assessment method (assignment requirements). Introductory conceptual clarifications. - Week 2: Is evaluation necessary? Arguments for and against evaluation. - Week 3: Types of evaluation. Advantages and disadvantages of each type. - Week 4: Evaluation of school units: concept, framework, and process. The past and present of school unit evaluation in our country. Evaluation models (e.g. C.I.P.P., responsive evaluation model, goal-based evaluation model, empowerment evaluation model, theory-driven evaluation model).

- Week 5: School unit evaluation processes in other countries. Evaluation practices in America, Asia, and Europe.
- Week 6: Self-evaluation of school units (as presented by Lars Jacobsen et al. in the book Self-Evaluation in the European School). Participatory educational techniques (e.g. working groups, brainstorming, simulation, case study, role-playing).
- Week 7: Characteristics of the effective school. Program evaluation: theory, research, and examples.
- Week 8: Evaluation of teaching. Theory, research, and examples.
- Week 9: The work of Thomas Gordon on the secrets of the effective teacher. Presentation of Gordon's key ideas and an experiential workshop.
- Week 10: Schools that stood out for their curriculum content, philosophy, or teaching practices. Educators who have distinguished themselves worldwide in the past and present for their work.
- Week 11: The relationship between the school unit and educational practice: mutual influence.
- Week 12: Organizing a framework for the evaluation of the school unit. Creation of a scale for assessing educational practice by the students.
- Week 13: General review. Guidelines for assignments.

C04 05 Alternative Forms of Student Assessment

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	C04 05	SEMESTER	
COURSE TITLE	<i>Alternative Forms of Student Assessment</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>			
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:			
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
The main aim of the course is to provide students with the opportunity to become informed about and reflect on alternative forms of student assessment, and to highlight

good assessment practices. The course seeks to encourage critical reflection on the purposes and goals of assessment in the 21st century, familiarization with the contemporary institutional framework of assessment, as well as acquaintance with and the creation of activities involving different forms of assessment.

After the successful completion of the course, the student will be able to:

- Be familiar with the existing institutional framework for student assessment
- Critically examine traditional methods of student assessment
- Be informed about contemporary trends in student assessment, as well as their key characteristics and aims
- Know the main purposes of assessment, the forms of assessment, the fundamental principles governing student assessment, and the techniques through which the assessment process is carried out
- Be aware of 21st-century skills and their connection to teaching, learning, and assessment
- Understand the key roles played by questions and how they can be used as a means of assessment
- Distinguish between taxonomies and types of questions, the cognitive processes they address, and the role they play in educational practice
- Be familiar with authentic assessment techniques, their implementation, and the principles on which they are based
- Critically approach descriptive assessment and be able to identify its advantages and potential difficulties in its implementation
- Have designed a descriptive assessment form
- Be aware of the prerequisites and the process involved in implementing portfolio-based assessment
- Be able to apply self-assessment and peer-assessment techniques
- Be informed about the types and techniques of observation and the framework for their application
- Make use of discussions within the context of descriptive assessment
- Design their own descriptive assessment activities for students

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others

- Adaptation to new situations
- Decision-making
- Independent work

- Group work
- Practice of critical thinking and self-criticism

SYLLABUS

A. Historical Overview – Traditional Methods of Student Assessment

Week 1: Introduction, students' expectations, analysis of the semester course outline and assessment methods (requirements for the additional assignment and the written examination). Introductory conceptual clarifications.

Week 2: Historical overview. Historical development of student assessment from the establishment of the modern Greek state. The current legislative framework for student assessment.

Week 3: Traditional methods of student assessment. The stages of assessing student performance are examined. This is followed by a discussion of traditional assessment techniques and traditional means of recording student performance outcomes, with a focus on their advantages and shortcomings.

B. Contemporary Student Assessment

Week 4:

a. Theoretical grounding and aims of contemporary student assessment. Reference is made to current trends in student assessment, as well as to their key characteristics and objectives.

b. Purposes and content of student assessment within the context of teaching and learning. Exploration of the main aims of student assessment, the forms of assessment, the basic principles governing assessment, and the techniques through which the assessment process is carried out. Reference is made to the ten skills of the 21st century.

Week 5: The role of questions in student assessment. Questions are examined as a means of assessment and their key functions are discussed.

Week 6: Taxonomies and types of questions. Examination of the taxonomies and types of questions proposed in the international literature, the cognitive processes they address, and the role they play in educational practice.

C. Alternative Methods and Tools for Student Assessment

Week 7: Delimitation, characteristics, and techniques of authentic assessment. The concept of authentic assessment is defined, and the principles on which it is based and the way it is implemented are explored.

Week 8: Descriptive assessment. The main characteristics, advantages, and challenges in the implementation of descriptive assessment are presented. The aims and domains of descriptive assessment are also discussed. The elements of a proposed descriptive assessment form are examined.

Week 9: Portfolio-based assessment. The necessity, prerequisites, and process of introducing and implementing portfolio assessment are discussed, along with portfolio contents, types of portfolios, their significance, and ways of utilizing them.

Week 10: Assessment in group teaching and action plans. Initially, the key characteristics of group teaching and action plans are presented. Methods of self-assessment and group assessment by students are described. Reference is also made to assessment of the group by the teacher: assessment of group functioning, knowledge, skills, and activities. Criteria, tools, and methods for assessing action plans are also discussed.

Week 11: Peer assessment. Peer assessment of the student is discussed both as a concept and as a process, including teaching peer assessment to students, the impact of age on peer assessment, learning tools for peer assessment, and finally the advantages and challenges in its implementation.

Week 12: Observation. Types and techniques of observation.
Types of observation: goal-oriented observation, event sampling, time sampling, anecdotal observation, shadowing method.
Observation techniques: anecdotal records, running records, checklists, rating scales (rubrics).

Week 13: Discussion. The importance and contribution of discussion within the framework of descriptive assessment are highlighted. General review and guidelines for the written examination of the course.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	
	Assignment	
	Course total	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended</i>		

<i>questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	

ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> - <i>Related academic journals:</i>

SECTION D': HUMANITIES AND SOCIAL SCIENCES

D01 Modern Greek Literature and Language

D01 03 Y Children's Literature

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D01 03 Y	SEMESTER	4 th
COURSE TITLE	<i>Children's Literature</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background (Obligatory)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (written assignment in English)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU231/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> This course aims to familiarize students with important children's books—both canonical and non-canonical. At the end of the course, students are expected: - to familiarize themselves with contemporary children's books, both Greek and foreign,

- which address serious issues in a modern way.
- to explore how these books can be used in the context of different subjects of the school curriculum.
 - to develop a positive attitude towards the "dialogue" between school textbooks and extracurricular books.
 - cultivate a positive attitude towards personalized reading proposals
 - to explore critically modern theories of Children's Literature.
 - to look into the role and importance of picturebooks in the classroom, starting in grade 1 of primary school, so that the student develops a love for reading and books before being initiated into reading independently.
 - to familiarize themselves with the use of various book genres addressed to children in the school environment.
 - to develop a positive attitude towards reading and explore the different strategies conducive to its development.
 - to build up a library with readings relevant to their students needs and interests
 - to critically approach both the mechanisms of book production and distribution as well as the texts themselves—"to read the word so as to read the world".

General Competences

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

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

Search for, analysis of data and information with the use of necessary technology
 Decision-making
 Working independently
 Working in an interdisciplinary environment
 Critical thinking
 Respect for difference and multiculturalism
 Criticism and Self-criticism

SYLLABUS

- Defining Children's Literature. Points of convergence and divergence with adult literature
- History and theory of Children's Literature
- Types of censorship and resistance. The game of rules and subversion
- Political censorship and Children's Literature
- Pedagogical censorship and political correctness

- Self-censorship and ways of overcoming it
- *Alice in Wonderland*. Disguising an essay on language and logic into a children's illogical tale.
- Political allegory, historicity and fairy-tale
- The political myth of the hermit or the adventure of appropriation
- Allusions to Nazism and resistance. Adult History and books for children
- Books for girls in the past and today. Sexist and feminist narratives
- Books for children in the past and modern communication codes of adults.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face/Visit of book festivals/familiarization with book reviews/internet and YouTube search for quality books/watch films/close reading of certain texts along with the students	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Video projector Power Point Presentations Use of the electronic platform ClassWeb Email Internet and YouTube use Use of digital databases	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39 hours/1,24 ECTS
	Short individual essays	20 hours/0,64 ECTS
	Independent study	66 hours/2,12 ECTS
	Course total	125 hours/4 ECTS
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Summative evaluation, participation in quizzes, final exam (essay questions, multiple choice questions). Evaluation is conducted in Greek.	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Reynolds K., *Childrens Literature. A very short Introduction*. Oxford, 2011

Schikorsky I. *Kinder-und Jugendliteratur. Schnellkurs*, 2004.

Ζερβού Α. Λογοκρισία και Αντιστάσεις στα Κείμενα των Παιδικών μας χρόνων Ο Ροβινσώνας, η Αλίκη, το Παραμύθι χωρίς όνομα- Ανάγνωση από μια ενήλικη. Οδυσσέας, δ' εκδ., 2020.

Ζερβού Α. Στη χώρα των θαυμάτων. Το παιδικό βιβλίο ως σημείο συνάντησης παιδιών-ενηλίκων. Πατάκης, γ' εκδ., 2020.

Zervou A. Mythe litteraire et Classique d'enfance dans le monde contemporain- Le materield; un codex de Communication ou Transformations et Reciprocites. *INTERTEXTES*, 2003, 213-231.

Zervou A. The Game of Rules and Infractions, in Nilsen A. P. (ed.) *Censorship in Children's Literature*. *PARA-DOXA*, 2, 3-4. 2006,452-472.

Zervou A. *Ten Qualities of the author Eugene Trivizas and ten of his gifts to the Children of the World*, H. C. Andersen Author Award 2006, Greek National Section of IBBY, 2006.

- Related academic journals:

Children's Literature

Children's Literature Association Quarterly

Children's Literature in Education

The Lion and the Unicorn

International Research in Children's Literature

<https://journals.lib.uth.gr/index.php/keimena/>

D01 05 Theoretical Linguistics

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	undergraduate		
COURSE CODE	D01 05	SEMESTER	
COURSE TITLE	<i>Theoretical Linguistics</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> In this course, students address grammatical issues drawn from Primary School textbooks. These topics are presented and analyzed within the framework of the relevant linguistic theory. The course focuses on issues of spelling, punctuation, inflection, register, complex syntactic structures, deviations from standard lexical forms, and related phenomena. Upon successful completion of the course, students will be able to: 1. Demonstrate knowledge of a range of grammatical issues in Modern Greek 2. Describe linguistic phenomena of Modern Greek 3. Explain and clarify the individual structural components of these phenomena

4. Incorporate additional descriptive elements according to the nature of each phenomenon
 5. Relate and integrate theory with practice, particularly with regard to teaching
 6. Combine elements from individual descriptions of linguistic phenomena
- A fundamental principle of this course is the recognition that, in order to teach a grammatical phenomenon effectively, one must first possess an in-depth understanding of it.

General Competences

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

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Criticism and self-criticism

Production of free, creative and inductive thinking

SYLLABUS

COURSE CONTENT

- ❑ **Phonological issues:** stress and punctuation
- ❑ **Morphological issues:**
 - Inflection of nouns, adjectives, and verbs
 - Adjectives with learned inflection
 - Verbs with learned inflection
 - Inflected participles
- ❑ **Syntactic issues:**
 - Case marking
 - Noun phrase
 - Verb phrase
 - Clitics
 - Deponent verbs
 - Complement clauses
 - Adverbial clauses

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching (mainly), asynchronous distance learning (partly)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	• Support of the learning process through PowerPoint presentations and educational videos. • Use of computers for uploading course materials and lecture presentations on the department's electronic platform (eclass) • Use of email for distance communication and collaboration with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	20
	Interactive teaching	20
	Study and analysis of bibliography	40
	Tutorials	20
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	Final written exam <i>(short-answer questions, open-ended questions, problem solving)</i>	

ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> - <i>Related academic journals:</i> Αναγνωστοπούλου Ι. & Λ. Μπουσούνη-Γκέσουρα. 2005. <i>Το λέμε σωστά; Το γράφουμε σωστά;</i> Αθήνα, Μεταίχμιο. Holton David, Peter Mackridge & Ειρήνη Φυλιππάκη-Warburton. 1999. <i>Γραμματική της Ελληνικής Γλώσσας</i>. Εκδ. Πατάκη. Ιορδανίδου, Άννα. 1992. <i>Τα ρήματα της Νέας Ελληνικής</i>. Εκδ. Πατάκη. Ιορδανίδου, Άννα (επιμ.). 2000. <i>Οδηγός της Νεοελληνικής Γλώσσας</i>. Τόμος Α & Β. Αθήνα, Πατάκη. Ιορδανίδου, Άννα. 2009. <i>Συνηθισμένες γλωσσικές απορίες</i>. Αθήνα, Άσπρη Λέξη. Ιορδανίδου, Άννα. 2013. <i>Είναι λάθος ή δεν είναι;</i> Αθήνα, Μεταίχμιο. Κλαίρης, Χρήστος & Γεώργιος Μπαμπινιώτης. 2005. <i>Γραμματική της Νέας Ελληνικής. Δομολειτουργική –Επικοινωνιακή</i>. Αθήνα, Ελληνικά Γράμματα.

D01 06 Y Language Teaching

GENERAL

SCHOOL	Faculty of Education Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D01 06 Y	SEMESTER	4 th
COURSE TITLE	<i>Language Teaching</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures (13 weeks)		3 hours	4 credits
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Foundational (Compulsory)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (with written assignment in English and independent)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
Upon successful completion of the course, students will be able to: • Understand how the concepts of <i>language, linguistics, and language teaching methodology</i> are interwoven and interdependent. • Recognize the various approaches to language teaching. • Comprehend how modern linguistic teaching approaches influence the development of language curricula in primary education. • Develop teaching proposals using various text genres (e.g., narrative, description, argumentation). • Design teaching activities aimed at cultivating students' critical literacy.

- Design experiential, playful, student-centered, and collaborative activities based on modern pedagogical models (e.g., <i>Multiliteracies</i>). At the end of the course, students will have further developed the following skills and competencies: - Ability to perceive, compare, and evaluate various language teaching approaches. - Ability to understand and critically assess how contemporary approaches shape language curricula in primary education. - Ability to design modern and innovative teaching scenarios emphasizing communicative–text-based and critical approaches. - Ability to critically evaluate the role of language education in addressing contemporary educational and broader social challenges.																			
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td>.....</td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td>.....</td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>		<i>Production of new research ideas</i>	<i>Others...</i>		
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>																			
<i>Production of new research ideas</i>	<i>Others...</i>																		
																			
- Search for, analysis and synthesis of data and information, with the use of the necessary technology - Adapting to new situations - Respect for difference and multiculturalism - Showing social, professional and ethical responsibility and sensitivity to gender issues - Criticism and self-criticism - Production of free, creative, and inductive thinking																			

SYLLABUS

The course includes the following thematic units: Language – Linguistics – Language Teaching: Conceptual clarification and exploration of convergences and divergences among the terms Language Teaching: A brief historical overview The Traditional Method: Origins and characteristics The Structural Approach: Basic principles and indicative teaching activities The Communicative/Text-Based Approach: Basic principles and indicative teaching activities Language Teaching and Curricula The Critical Approach: Basic principles and indicative teaching activities The Multiliteracies Model

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (in-class teaching)		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	• Use of laptop and projector during lessons • Support of the learning process through PowerPoint presentations and videos • Use of computer and the department's e-learning platform (ClassWeb) for uploading presentations and materials • Use of e-mail for distance communication and collaboration with students		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload	ECTS
	Lectures	3 x 13 = 39 hours	1.56 credits
	Independent study, literature review, preparation, writing, and presentation of project	61 hours	2.44 credits
	Course total	100 hours	4 credits
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Final written examination (100% of the final grade) in Greek, including: • Multiple-choice questions • Short-answer questions • Essay-type questions Minimum passing grade: 5/10		

ATTACHED BIBLIOGRAPHY

Basic Textbooks:

- Mitsis, N. (2004). *Language, Linguistics and Language Teaching: Language Teaching as an Independent Field of Applied Linguistics* [Γλώσσα, Γλωσσολογία και Γλωσσική Διδασκαλία: Η Διδακτική της Γλώσσας ως Αυτόνομος Επιστημονικός Κλάδος της Εφαρμοσμένης Γλωσσολογίας]. Grigoris. [in Greek]
- Koutsogiannis, D. (2017). *Language Teaching: Yesterday, Today, Tomorrow - A Political Approach* [Γλωσσική Διδασκαλία: Χθες, Σήμερα, Αύριο – Μια Πολιτική Προσέγγιση]. Institute of Modern Greek Studies / M. Triantafyllidis Foundation. [in Greek]

Additional bibliography:

- Cope, B. & Kalantzis, M. (eds.) 2000. *Multiliteracies: Literacy Learning and the Design of Social Futures*. Routledge.
- Fterniati, A., Tsami, A. & Archakis, A. 2020. "Mass culture, language variation and critical literacy: Design, development and evaluation of a teaching intervention". *The International Journal of Literacies* 27(1), 1-18.
- Fterniati, A., Archakis, A., Tsakona, V. & Tsami, V. 2015. "Scrutinizing humorous mass culture in class: A critical language teaching proposal". *The Israeli Journal of Humor Research: An International Journal* 4(1), 28-52.
- Kalantzis, M., & Cope, B. (2012a). *Literacies*. Cambridge University Press.
- Kalantzis, M., & Cope, B. (2012b). *New learning: Elements of the science of education*. Cambridge University Press.
- Richards, J., C. (2005). *Communicative Language Teaching Today*. Cambridge University Press.
- The New London Group. (2000). A pedagogy of Multiliteracies: Designing social futures. In B. Cope, & M. Kalantzis (eds.), *Multiliteracies: Literacy learning and the design of social futures* (pp. 9-37). Routledge.
- Tsami, V. & Skoura, E. 2021. "Jokes and Racism against Minority Groups: Critical Analysis and a Multiliteracies Teaching Proposal". *The International Journal of Literacies* 28(1), 45-57.
- Vasquez, V. M. (2017). Critical Literacy. Oxford Research Encyclopedia of Education. <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-20>

D01 08 Introduction to Linguistics

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D01 08	SEMESTER	
COURSE TITLE	<i>Introduction to Linguistics</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> The course Introduction to Linguistics aims to introduce students to the basic concepts of the science of language. Language as a phenomenon is approached holistically from the perspectives of theoretical linguistics (description and analysis of the linguistic system), psycholinguistics (human language acquisition and processing), and sociolinguistics (language as a means of communication and social interaction). Upon successful completion of the course, students will be able to: - Understand what language is and identify its basic characteristics - Explain how humans acquire language

3. Recognize the role of language in society
4. Describe the phenomenon of language change
5. Distinguish and relate spoken and written language
6. Apply linguistic knowledge to the study of Modern Greek
7. Transfer and adapt this knowledge to new linguistic data
8. Critically evaluate the relationship between humans and language
9. Compare the world's languages with respect to spoken and written discourse
10. Interpret issues related to language as a human and social phenomenon

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Criticism and self-criticism

Production of free, creative and inductive thinking

SYLLABUS

COURSE CONTENT

- Nature and characteristics of language
- What is the grammar of a language?
- Universal principles of language
- Human language vs. animal communication
- Geographical and social dialects
- Dialects of the Greek language
- "Standard" language
- Register and slang
- Language, sex, and gender
- First language acquisition
- Second language acquisition
- Spoken and written forms of language
- Writing systems of the world's languages

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching (mainly), asynchronous distance learning (partly)												
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	• Support of the learning process through PowerPoint presentations and educational videos. • Use of computers for uploading course materials and lecture presentations on the department's electronic platform (eclass) • Use of email for distance communication and collaboration with students.												
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table> <tr> <th><i>Activity</i></th><th><i>Semester workload</i></th></tr> <tr> <td>Lectures</td><td>20</td></tr> <tr> <td>Interactive teaching</td><td>20</td></tr> <tr> <td>Study and analysis of bibliography</td><td>40</td></tr> <tr> <td>Tutorials</td><td>20</td></tr> <tr> <td>Course total</td><td>100</td></tr> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	20	Interactive teaching	20	Study and analysis of bibliography	40	Tutorials	20	Course total	100
<i>Activity</i>	<i>Semester workload</i>												
Lectures	20												
Interactive teaching	20												
Study and analysis of bibliography	40												
Tutorials	20												
Course total	100												
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Final written exam <i>(short-answer questions, open-ended questions, problem solving)</i>												

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

Αρχάκης, Α. & Μ. Κονδύλη. 2002. *Εισαγωγή σε ζητήματα Κοινωνιογλωσσολογίας*. Αθήνα: Νήσος.

Γούτσος, Δ. 2012. *Γλώσσα: κείμενο, ποικιλία, σύστημα*. Αθήνα: Κριτική

Fromkin, V., Rodman, R. & Hyams, N. 2008. *Εισαγωγή στη μελέτη της γλώσσας*. Αθήνα: Πατάκης

Κατή, Δ. 2009. *Γλώσσα και επικοινωνία στο παιδί*. Αθήνα: Οδυσσέας.

Lyons, J. 2012. *Εισαγωγή στη Γλωσσολογία*. Αθήνα: Πατάκης

- Μπαμπινιώτης, Γ. 1998. *Θεωρητική γλωσσολογία*. Αθήνα: αυτοέκδοση.
- Παναγιωτίδης, Φ. 2013. *Μίλα μου για γλώσσα*. Ηράκλειο: ΠΕΚ.
- Πετρούνιας, Ε. 1993. *Νεοελληνική γραμματική και συγκριτική ανάλυση*. Μέρος Α'. Θεσσαλονίκη: University Studio Press.
- Pinker, Steven 2000. *Το γλωσσικό ένστικτο*. Μτφ. Ε. Μούμα. Αθήνα : Κάτοπτρο
- Φιλιππάκη-Warburton, E. 1992. *Εισαγωγή στη θεωρητική γλωσσολογία*. Αθήνα: Νεφέλη.

D01 13 Y European and Modern Greek Literature: Narrative Identities

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D01 13 Y	SEMESTER	5
COURSE TITLE	<i>European and Modern Greek Literature: Narrative Identities</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background (Obligatory)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (written assignment in English)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU249/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> The course offers a comparative parallel reading of classical and modern texts as well as their intermedial adaptations. It offers a holistic approach by exploring similar questions on diverse literary texts. It looks into topics which highlight the ability of texts to absorb and transform the sociopolitical context within which they are ascribed and further reveals oppositional narrative and national identities through which the historical material is employed. Upon successful course completion, students are expected: - to build general knowledge about the history of European Literature - to get a clear understanding of the position of Greek Literature in the context of European Literature - to explore how national and narrative identities are shaped

- to explore how archetypal literary narratives are revisited and reshaped so as to absorb contemporary ideology to respond differently to perennial questions - to understand how significant historical events such as World War II and May 1968 have impacted culture and national literature - to examine how the same narrative material transforms according to binaries: tradition and modernity, victory and defeat, sacrifice and guilt.	
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i>
Search for, analysis and synthesis of data and information Working independently Working in an interdisciplinary environment Respect for difference and multiculturalism Criticism and self-criticism	

SYLLABUS

A. Hero transformations - Archetypal narrative and ancient Greek myths - Does the Homeric myth sell? - Feminist revisits - Ancient Greek myth and European left writers B. Revisiting World War II - Literature of guilt or literature of perpetrators? - Literature of resistance - Literature of the victims - War in school culture (national anniversaries, reading engagement, memory, oblivion) C. Revising young adult narratives - Telemachus and the writing of adolescence - Girls and the writing of adolescence D. Revisiting the European fairy tale - Departing from the Cretan fairy tale - The relationship with the European literary tradition - The relationship with the Greek antiquity - Textual and ideological transformations

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face/Visit of book festivals/familiarization with book reviews/internet and YouTube search for quality books/watch films/close reading of certain texts along with the students	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Video projector Power Point Presentations Use of the electronic platform ClassWeb Email Internet and YouTube use Use of digital databases	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39 hours/1,24 ECTS
	Short individual essays	20 hours/0,64 ECTS
	Independent Study	66 hours/2,12 ECTS
	Course total	125 hours/4 ECTS
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Summative evaluation, participation in quizzes, final exam (essay questions, multiple choice questions). Evaluation is conducted in Greek.	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Benett, A. & Royle N., *An Introduction to Literature Criticism and Theory*. Routledge, 2009.

Bloom, H., *Ο Δυτικός Κανόνας*. Gutenberg, 2014.

Hansen, W., *Ariadne's Thread*. Cornell University Press, 2002.

Ζερβού, Α., *Το Παιχνίδι της Ποιητικής Δημιουργίας*. Ινστιτούτο του Βιβλίου, 2004.

Ζερβού, Α., Σημερινά παιδικά βιβλία για τον Β' Παγκόσμιο πόλεμο και τον ναζισμό: δευτερογενής μνήμη και τεχνικές αφήγησης. Στο Γ. Παπαντωνάκης & Δ. Αναγνωστοπούλου (επιμ.). *Εξουσία και δύναμη στην παιδική και νεανική λογοτεχνία* (314-329). Πατάκης, 2010.

Ζερβού, Α. Εφηβικά βιβλία για το Β' Παγκόσμιο Πόλεμο και το ναζισμό: όροι πρόσληψης και διαχείρισης του ιστορικού υλικού για νεαρούς ενηλίκους. Στο Μ. Κανατσούλη & Δ. Πολίτης

(επιμ.). *Σύγχρονη εφηβική λογοτεχνία : από την ποιητική της εφηβείας στην αναζήτηση της ερμηνείας της* (88-108). Πατάκης, 2011.

Ζερβού, Α., Εθνοτικός και Φεμινιστικός Αντίλογος: η Μαίρη, η Ομακάγια και η Άγκνες απαντούν στη Λώρα και την Ποκαχόντας. Στο Γ. Παπαντωνάκης, Γ. Παπαδάτος & Δ. Αναγνωστοπούλου (επιμ.). *Γυναικείες και Ανδρικές Αναπαραστάσεις στη Λογοτεχνία* (153-157). Παπαδόπουλος, 2013.

Ζερβού, Α., Ο αρχαίος μύθος και η στρατευμένη ποίηση του καιρού μας. Στο Κόκορης Κ. (επιμ.)

Εισαγωγή στην ποίηση του Ρίτσου. Επιλογή Κριτικών Κειμένων. ΠΕΚ, 2014.

- *Related academic journals:*

ComLit. Journal of European Literature, Arts and Society

Journal of European Studies

European Journal of Literary Studies

Syn-thèses

D01 17 Y Grammar and Vocabulary of the Greek Language

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	undergraduate		
COURSE CODE	D01 17 Y	SEMESTER	1st
COURSE TITLE	<i>Grammar and Vocabulary of the Greek Language</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3 (lectures)	4
		3 (workshop)	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
The course is an introduction to the grammar and vocabulary of the Modern Greek language. It focuses on an analysis of Modern Greek in accordance with the principles of Linguistics. It presents the main structural features of the language, concentrating on the following levels of analysis: phonology, morphology, and syntax. At the same time, it examines key topics related to Greek vocabulary. The course consists of two components,

lectures and workshops, which complement each other but also function independently in certain areas.

Upon successful completion of the course, the student will be able to:

1. understand the system of the Modern Greek language
2. understand the particular features of this system
3. describe the basic elements of the language using the framework of modern linguistics
4. apply their knowledge of the language to the analysis of issues related to linguistic structure and vocabulary
5. analyze a new linguistic realization according to linguistic theory
6. recognize the differences between traditional analyses of language and those of modern linguistics

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Decision-making

Working independently

Team work

SYLLABUS

COURSE CONTENT

GRAMMAR

- **Phonology–Phonetics:** basic terminology of phonology; phonemes and sounds of the Greek language; phonetic transcription based on the International Phonetic Alphabet; correspondences and discrepancies between pronunciation and spelling; phonological word; stress assignment; trisyllabic constraint
- **Inflectional Morphology:** basic terminology of morphology; grammatical and lexical morphemes; nominal morphology; verbal morphology
- **Syntax:** basic terminology; verb phrase; noun phrase

VOCABULARY

Lexical issues

- Derivation
- Compounding

- Polysemy and figurative language
- Synonymy

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching (mainly), asynchronous distance learning (partly)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	• Support of the learning process through PowerPoint presentations and educational videos. • Use of computers for uploading course materials and lecture presentations on the department's electronic platform (eclass) • Use of email for distance communication and collaboration with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	35
	workshop	35
	Independent study	30
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Final written exam <i>(short-answer questions, open-ended questions, problem solving)</i>	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

Γαβριηλίδου, Ζ., Μητσιάκη, Μ., Φλιάτουρας, Α. (2021). *Εκατό βασικές έννοιες για τη Γλωσσολογία*. Gutenberg.

Ευθυμίου, Α. (2018). *Ο σχηματισμός των ρημάτων στη νέα ελληνική γλώσσα*. Επίκεντρο.

Θώμου, Π. (2023). *Λεξιλογικά ζητήματα της Νέας Ελληνικής γλώσσας: θεωρία και εφαρμογές*. Πεδίο.

Holton D., Mackridge, P. & Φυλιππάκη-Warburton E. (1999). *Γραμματική της Ελληνικής Γλώσσας*. Πατάκης.

Κλαίρης, Χ. & Μπαμπινιώτης, Γ. (2014). *Γραμματική της Νέας Ελληνικής: Δομολειτουργική-Επικοινωνιακή*. Κέντρο Λεξικολογίας.

Ιορδανίδου, Ά.. (2022). *Τα ρήματα της Νέας Ελληνικής*. Πατάκης.

Ιορδανίδου, Ά & Πανταζάρα, Μ. (2023). *Λεξικό προθημάτων και επιθημάτων της Νέας ελληνικής*. Πατάκης.

Λεκάκου, Μ. & Τοπιντζή, Ν. (επιμ.) (2022). *Εισαγωγή στη Γλωσσολογία: θεμελιώδεις έννοιες και βασικοί κλάδοι με έμφαση στην ελληνική γλώσσα*. Gutenberg.

Ξυδόπουλος, Γ. (2008). *Λεξικολογία: Εισαγωγή στην ανάλυση της λέξης και του λεξικού*. Πατάκης.

Λεξικά της ελληνικής

Χρηστικό λεξικό της Νεοελληνικής Γλώσσας, Ακαδημία Αθηνών, [Χρηστικό Λεξικό της Νεοελληνικής Γλώσσας - Χρηστικό Λεξικό της Νεοελληνικής Γλώσσας](#)

Λεξικό της Κοινής Νεοελληνικής, [Λεξικό της κοινής νεοελληνικής \(greek-language.gr\)](#)

D01 28 Children's Literature and Tough Issues

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D01 28	SEMESTER	5 th
COURSE TITLE	<i>Children's Literature and Tough Issues</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU232/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> This course, which takes the form of a seminar, aims to familiarize students with Greek and foreign-language children's books which are examined in comparison to their intermedial adaptations and adult literature. Engagement with critical and difficult topics, previously banned from children's books, is the common denominator that runs across this diverse narrative material. Students approach through a comparative lens the way a tough issue is presented in children's picturebooks, adaptations, or young adult novels, and they come into contact with modern narratives aimed at contemporary children living in a society in crisis. Furthermore, they explore similar problems which are hinted at, euphemized, or described in older children's and adult literature.

Upon successful completion of the course, students are expected: - to familiarize themselves with the basic mechanisms of transforming social reality into narrative material - to look into how a children's book, in its authentic form, but also in its intermedial adaptation, can serve as an educational tool, a means of awakening and raising both children's and adults' awareness. - to propose strategies for managing problems through the use of the children's book. - to cultivate empathy and respect for diversity, which they, as future educators, will be able to transmit to their students through the use of narrative and image. - to acquire the skills necessary to write independently a scholarly paper.

General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Search for, analysis and synthesis of data and information Adapting to new situations Decision-making Working independently <i>Working in an international environment</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Criticism and self-criticism</i>

SYLLABUS

- Children's picturebooks: the myth of happy childhood - Resilience and premature adulthood - Death and palliative care <i>ad usum delphini</i> in picturebooks - Abuse - Narratives and Images - Traditional and modern family forms - National identities and historicity in old and modern children's books - Political education and "revolutionary" children's books - Diversity and self-esteem in picturebooks - Portrayals of School Life and Pedagogical Censorship - Gender identities and fairy-tales - Ethnic and feminist counter-narratives in children's books - The culture of guilt: heroes, perpetrators and victims - Picturebooks as a pedagogical tool

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face/Visit of book festivals/familiarization with book reviews/internet and YouTube search for quality books/watch films/invite authors and illustrators of children’s books in classroom for class discussion with students.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Video projector / Power Point Presentations Use of the electronic platform ClassWeb / Email / Internet and YouTube use Use of digital databases	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39 hours/1,56 ECTS
	Students’ presentations	21 hours/0,84 ECTS
	Essay writing	65 hours/2,6 ECTS
	Course total	125 hours/5 ECTS
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple-choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Summative evaluation, public presentation, essay (3500 words)	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Chiotaki, A. The Palliative Function of Narrative for Children with End-stage Cancer and the Psychopoetics of Resilience. *Eleftherna-Scientific Journal*, 7, 2016, 237-260.

Ζερβού, Α. Εθνοτικός και Φεμινιστικός Αντίλογος στα παιδικά βιβλία του καιρού μας. Η Μαίρη, η Ομακάγια και η Άγκνες απαντούν στη Λώρα και την Ποκαχόντας. Στο Δ. Αναγνωστοπούλου (επιμ.), *Γυναικείες και Ανδρικές Αναπαραστάσεις στη Λογοτεχνία* (σσ. 153-167). Παπαδόπουλος, 2013.

Swartz, L. *Teaching Tough Topics. How do I Use Children's Literature to Build a Deeper Understanding of Social Justice, Equity, and Diversity?* Pembroke Publishers Limited, 2020.

- Related academic journals:

Children's Literature

Children's Literature Association Quarterly

Children's Literature in Education

The Lion and the Unicorn

International Research in Children's Literature

<https://journals.lib.uth.gr/index.php/keimena/>

D01 29 Language Research and Teaching Applications

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	undergraduate		
COURSE CODE	D01 29	SEMESTER	5th onwards
COURSE TITLE	<i>Language Research and Teaching Applications</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
1. In this seminar, students will have the opportunity to become familiar with ways of investigating linguistic phenomena. Several Electronic Language Corpora have already been developed for research related to the Greek language. Research conducted using corpora highlights the natural use of language, and the results it yields are considered more reliable than any judgement made by the researcher or the teacher. In this seminar, students will have the chance to explore a lexical or grammatical phenomenon of Greek in Electronic language corpora and to analyze the results returned by this electronic tool. 2. In addition to electronic language corpora, students will become familiar with other tools and resources for linguistic research: general-purpose dictionaries,

specialized dictionaries, grammar books, and theoretical studies. The aim is to utilise linguistic research for educational purposes, in order to improve the teaching of linguistic phenomena and to comprehend their function in authentic language use.

3. Upon successful completion of the course, the student will be able to:
4. Understand what an electronic language corpus is and how it can be used for teaching purposes.
5. Understand the methodology of using corpora as linguistic resources.
6. Apply this knowledge and conduct research on linguistic issues using corpora.
7. Analyze, classify, and correlate the data returned by the corpus.
8. Enrich and combine corpus data with other resources, such as general-purpose dictionaries and specialized dictionaries.
9. Evaluate and critically discuss the results for more effective teaching

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Production of new research ideas

SYLLABUS

Course Content

- Presentation of linguistic phenomena
- Presentation of Electronic Language Corpora
- Methodology for searching within Electronic Corpora
- Analysis of search results (concordances)
- Combined approaches to researching a linguistic phenomenon (corpus research, dictionaries, theoretical studies)
- Utilisation of research findings for more effective teaching of the language

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching (mainly), asynchronous distance learning (partly)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	• Support of the learning process through PowerPoint presentations and educational videos. • Use of computers for uploading course materials and lecture presentations on the department's electronic platform (eclass) • Use of email for distance communication and collaboration with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	20
	Interactive teaching	15
	Practice-presentation	50
	Essay writing	40
	Course total	
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Greek In class presentation and written assignment	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography: - Related academic journals: Θώμου, Παρασκευή, 2023. <i>Λεξιλογικά ζητήματα της Νέας ελληνικής γλώσσας: θεωρία και εφαρμογές</i>. Αθήνα: Πεδίο. Ιορδανίδου, Άννα (επιμ.). 2008. <i>Θησαυρός συνωνύμων και αντιθέτων της Νέας Ελληνικής</i>. Εκδ. Πατάκη. Μπακάκου-Ορφανού, Αικατερίνη. 1996. Προβλήματα διδασκαλίας του λεξιλογίου της ελληνικής ως ξένης γλώσσας. <i>Η νέα ελληνική ως ξένη γλώσσα, προβλήματα διδασκαλίας</i>, 53-75. Αθήνα: Ίδρυμα Γουλανδρή-Χορν.

Μπακάκου-Ορφανού, Αικατερίνη. 2005. *Η λέξη της Νέας Ελληνικής στο γλωσσικό σύστημα και στο κείμενο*. Αυτοέκδοση.

Πανταζάρα, Ανδρομάχη-Βιργίνια & Μάντζαρη, Ελένη (2015). *Αναζήτηση σε σώματα κειμένων*. [Κεφάλαιο Συγγράμματος]. Διαθέσιμο στο <http://hdl.handle.net/11419/5969>.

Ιορδανίδου, Ά & Πανταζάρα, Μ. (2023). *Λεξικό προθημάτων και επιθημάτων της Νέας ελληνικής*. Πατάκης.

Dictionaries of the Greek Language

Χρηστικό λεξικό της Νεοελληνικής Γλώσσας, Ακαδημία Αθηνών, Χρηστικό Λεξικό της Νεοελληνικής Γλώσσας - Χρηστικό Λεξικό της Νεοελληνικής Γλώσσας

Λεξικό της Κοινής Νεοελληνικής, Λεξικό της κοινής νεοελληνικής (greek-language.gr)

D01 30 Modern Greek Language course in Primary School

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	undergraduate		
COURSE CODE	D01 30	SEMESTER	
COURSE TITLE	<i>Modern Greek Language Course in Primary School</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> The language subject in Primary Education, according to the Curriculum (2022), is structured around five thematic areas: language skills, text types and multimodality, grammatical description, vocabulary, and the reading of extended texts. The course examines the methodology of language teaching (Curriculum for Modern Greek in Primary Education; Teacher's Guides) and relates it to the units of the school textbooks. The course focuses on the following areas: language skills (reception and production of spoken and written discourse), text genres, the content and teaching of grammar, and the content and teaching of vocabulary. Upon successful completion of the course, the student will be able to:

- ☐ Understand the basic principles governing the methodology of language teaching
- ☐ Comprehend the fundamental principles of the Curriculum for Modern Greek in Primary School
- ☐ Be familiar with the content of the Teacher's Guide
- ☐ Understand the structure and objectives of the units of the language school textbook
- ☐ Apply and manage a language lesson in accordance with the principles of language teaching
- ☐ Design a lesson plan based on theoretical principles
- ☐ Evaluate a language unit on the basis of theoretical criteria

General Competences

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

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Criticism and self-criticism

Production of free, creative and inductive thinking

SYLLABUS

COURSE CONTENT

Text

- Text genres / text types
- Referential discourse
- Directive discourse
- Argumentation
- Comprehension and production of written and spoken discourse

Grammar

- Methodology of grammar teaching

Vocabulary

- Content
- Methodology of vocabulary teaching

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching (mainly), asynchronous distance learning (partly)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	• Support of the learning process through PowerPoint presentations and educational videos. • Use of computers for uploading course materials and lecture presentations on the department's electronic platform (eclass) • Use of email for distance communication and collaboration with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	20
	Interactive teaching	20
	Study and analysis of bibliography	40
	Tutorials	20
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Final written exam <i>(short-answer questions, open-ended questions, problem solving)</i>	

ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> - <i>Related academic journals:</i> Αρχάκης Α. 2005. <i>Γλωσσική διδασκαλία και σύσταση κειμένων</i>. Αθήνα: Εκδόσεις Πατάκη Γρίβα Ελ, Κουτσογιάννης Δ., Ντίνας Κ., Στάμου Α., Χατζηπαναγιωτίδη Α. & Σ. Χατζησαββίδης (επιμ.). 2014. Πρακτικά πανελλήνιου συνεδρίου «Ο κριτικός γραμματισμός στη σχολική πράξη (http://www.nured.uowm.gr/drama/PRAKTIKA.html) Ευθυμίου, Α. 2013. <i>Η διδασκαλία του λεξιλογίου στο Δημοτικό Σχολείο</i>. Θεσσαλονίκη: Επίκεντρο. Ιορδανίδου, Ά. & Φτερνιάτη, Ά. 2000. <i>Επικοινωνιακές διδακτικές προτάσεις για το γλωσσικό μάθημα στο Δημοτικό</i>. Αθήνα: Πατάκη.

Λεξικό της Κοινής Νεοελληνικής, διαθέσιμο on-line: [Λεξικό της κοινής νεοελληνικής \(greek-language.gr\)](http://greek-language.gr)

Ντίνας, Κ. Χατζηπαναγιωτίδη Α., Βακάλη Α., Κωτόπουλος Τ. & Α. Στάμου (επιμ.). 2010. Πρακτικά του Πανελλήνιου συνεδρίου «Η διδασκαλία της ελληνικής γλώσσας (<http://linguistics.nured.uowm.gr/Nimfeo2009/praktika>)

Πρόγραμμα Σπουδών Νεοελληνικής Γλώσσας στο Δημοτικό (2021)

Φτερνιάτη, Α. 2008. Τα νέα βιβλία για το μάθημα της Νεοελληνικής γλώσσας του Δημοτικού Σχολείου: Αρχές και μεθοδολογικά χαρακτηριστικά-το παράδειγμα των μεγάλων τάξεων (Ε' και Στ'). *Νέα Παιδεία* 126, 51-68.

Φτερνιάτη, Α. 2010. Το διδακτικό υλικό για το γλωσσικό μάθημα του δημοτικού και η παιδαγωγική

του γραμματισμού και των πολυγραμματισμών. *Νέα Παιδεία* 135.

Χαραλαμπάκης, Χρ. (επιμ.). 2014. *Χρηστικό λεξικό της Νεοελληνικής Γλώσσας*. Ακαδημία Αθηνών.

Χριστίδης, Α. (επιμ.). 2003. *Εγκυκλοπαιδικός οδηγός για τη γλώσσα*. Θεσσαλονίκη: Κέντρο Ελληνικής Γλώσσας [Λήμματα: Γραμματισμός, Πολυγραμματισμοί, Διδασκαλία της μητρικής, Κειμενοκεντρική προσέγγιση και γλωσσικό μάθημα]

D01 31 Lexical Issues of the Greek Language

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	undergraduate		
COURSE CODE	D01 31	SEMESTER	
COURSE TITLE	<i>Lexical Issues of the Greek Language</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> In this course, students are introduced to issues concerning the vocabulary of the Greek language, such as polysemy, synonymy, antonymy, metaphor, and others. Moreover, the categories of lexical units in Modern Greek are presented, as well as the categories of fixed and semi-fixed expressions. The aim of the course is for students to become familiar with the structure of the vocabulary of the Greek language through the basic semantic relations that develop within it and to be able to recognize semantic phenomena in the language use. Upon successful completion of the course, the student will be able to: - clarify the theoretical findings of Semantics and Lexicology - identify and describe lexical issues of the Greek language - analyze and decompose a lexical issue

4. extend theoretical principles to the analysis of unfamiliar lexical phenomena in language use 5. implement their knowledge in teaching vocabulary 6. design vocabulary teaching according to the theoretical principles	
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i>	

SYLLABUS

COURSE CONTENT Lexical issues • Word–lexeme and lexical units of the Greek language • Derivation • Compounding: single-word compounds, multi-word compounds • Semantic (lexical) relations: • Polysemy: presentation of the mechanism of polysemy as a cognitive process for semantic development and enrichment • Synonymy: types of synonymy; description and creation of concordance (collocational) tables; the role of linguistic context in synonymy • Metaphor and metonymy: the mechanisms of metaphor and metonymy as cognitive processes reflected in linguistic expression and language use • Semi-fixed and fixed vocabulary: presentation of the fixed vocabulary of Greek and the criteria that distinguish it • Teaching of lexical issues • Lexical awareness • Strategies for developing lexical awareness

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching (mainly), asynchronous distance learning (partly)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	• Support of the learning process through PowerPoint presentations and educational videos. • Use of computers for uploading course materials and lecture presentations on the department's electronic platform (eclass) • Use of email for distance communication and collaboration with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	20
	Interactive teaching	20
	Study and analysis of bibliography	40
	Tutorials	20
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Final written exam <i>(short-answer questions, open-ended questions, problem solving)</i>	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography: - Related academic journals: Αναστασιάδη-Συμεωνίδη, Α. 1996. Η νεοελληνική σύνθεση. Κατσιμαλή Γ. & Φ. Καβουκόπουλος (επιμ.). <i>Ζητήματα Νεοελληνικής γλώσσας: διδακτική προσέγγιση</i>. 97-120. Ρέθυμνο: Τομέας Γλωσσολογίας, Τμήμα Φιλολογίας, Παν/μιο Κρήτης. Θωμαδάκη, Ευαγγελία. 1996. Παράγωγα στη νέα ελληνική. Στο Γ. Κατσιμαλή & Φ. Καβουκόπουλος (επιμ.): <i>Ζητήματα νεοελληνικής γλώσσας</i>. Τομέας Γλωσσολογίας, Τμήμα Φιλολογίας, Πανεπιστήμιο Κρήτης Θώμου, Π. 2023. <i>Λεξιλογικά ζητήματα της Νέας ελληνικής γλώσσας: θεωρία και εφαρμογές</i>. Αθήνα: Πεδίο.

- Θώμου, Π. 2006. *Λεξι(λογι)κές συνάψεις (lexical collocations) στη Νέα Ελληνική ως ξένη γλώσσα*. Αδημοσίευτη διδακτορική διατριβή. Τμήμα Φιλολογίας. Πανεπιστήμιο Κρήτης.
- Θώμου, Π. 2008. Η μεταφορά (metaphor) στην Ονοματική Φράση (ΕΠΙΘΕΤΟ + ΟΥΣΙΑΣΤΙΚΟ). *ΑΡΙΑΔΝΗ* 14. Επιστημονικό περιοδικό Φιλοσοφικής Σχολής Πανεπιστημίου Κρήτης. σελ. 273-291.
- Μπακάκου-Ορφανού, Αικατερίνη. 2005. *Η λέξη της Νέας Ελληνικής στο γλωσσικό σύστημα και στο κείμενο* (αυτοέκδοση).
- Ξυδόπουλος, Γιώργος. 2008. *Λεξικολογία: Εισαγωγή στην ανάλυση της λέξης και του λεξικού*. Αθήνα: Πατάκης.
- Παναρέτου, Ελένη, 2011. *Θέματα Γνωσιακής Γλωσσολογίας*. Αθήνα: Παπαζήση.
- Saeed, John. 2017. *Σημασιολογία*. (μετάφραση Ελεονώρα Δημελά). Αθήνα: Πατάκης.

D01 32 Language Research and Teaching Applications

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D01 32	SEMESTER	5 th onwards
COURSE TITLE	<i>Language Research and Teaching Applications</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> In this seminar, students will have the opportunity to become familiar with ways of investigating linguistic phenomena. Several Electronic Language Corpora have already been developed for research related to the Greek language. Research conducted using corpora highlights the natural use of language, and the results it yields are considered more reliable than any judgement made by the researcher or the teacher. In this seminar, students will have the chance to explore a lexical or grammatical phenomenon of Greek in Electronic language corpora and to analyze the results returned by this electronic tool. In addition to electronic language corpora, students will become familiar with other tools and resources for linguistic research: general-purpose dictionaries, specialized

dictionaries, grammar books, and theoretical studies. The aim is to utilise linguistic research for educational purposes, in order to improve the teaching of linguistic phenomena and to comprehend their function in authentic language use.

Upon successful completion of the course, the student will be able to:

1. Understand what an electronic language corpus is and how it can be used for teaching purposes.
2. Understand the methodology of using corpora as linguistic resources.
3. Apply this knowledge and conduct research on linguistic issues using corpora.
4. Analyze, classify, and correlate the data returned by the corpus.
5. Enrich and combine corpus data with other resources, such as general-purpose dictionaries and specialized dictionaries.
6. Evaluate and critically discuss the results for more effective teaching

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Production of new research ideas

SYLLABUS

Course Content

- Presentation of linguistic phenomena
- Presentation of Electronic Language Corpora
- Methodology for searching within Electronic Corpora
- Analysis of search results (concordances)
- Combined approaches to researching a linguistic phenomenon (corpus research, dictionaries, theoretical studies)
- Utilisation of research findings for more effective teaching of the language

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching (mainly), asynchronous distance learning (partly)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	• Support of the learning process through PowerPoint presentations and educational videos. • Use of computers for uploading course materials and lecture presentations on the department's electronic platform (eclass) • Use of email for distance communication and collaboration with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	20
	Interactive teaching	15
	Practice-presentation	50
	Essay writing	40
	Course total	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Greek In class presentation and written assignment	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography: - Related academic journals: Θώμου, Παρασκευή, 2023. <i>Λεξιλογικά ζητήματα της Νέας ελληνικής γλώσσας: θεωρία και εφαρμογές</i>. Αθήνα: Πεδίο. Ιορδανίδου, Άννα (επιμ.). 2008. <i>Θησαυρός συνωνύμων και αντιθέτων της Νέας Ελληνικής</i>. Εκδ. Πατάκη. Μπακάκου-Ορφανού, Αικατερίνη. 1996. Προβλήματα διδασκαλίας του λεξιλογίου της ελληνικής ως ξένης γλώσσας. <i>Η νέα ελληνική ως ξένη γλώσσα, προβλήματα διδασκαλίας</i>, 53-75. Αθήνα: Ίδρυμα Γουλανδρή-Χορν.

Μπακάκου-Ορφανού, Αικατερίνη. 2005. *Η λέξη της Νέας Ελληνικής στο γλωσσικό σύστημα και στο κείμενο*. Αυτοέκδοση.

Πανταζάρα, Ανδρομάχη-Βιργίνια & Μάντζαρη, Ελένη (2015). *Αναζήτηση σε σώματα κειμένων*. [Κεφάλαιο Συγγράμματος]. Διαθέσιμο στο <http://hdl.handle.net/11419/5969>.

Ιορδανίδου, Ά & Πανταζάρα, Μ. (2023). *Λεξικό προσημάτων και επιθημάτων της Νέας ελληνικής*. Πατάκης.

Dictionaries of the Greek Language

Χρηστικό λεξικό της Νεοελληνικής Γλώσσας, Ακαδημία Αθηνών, [Χρηστικό Λεξικό της Νεοελληνικής Γλώσσας - Χρηστικό Λεξικό της Νεοελληνικής Γλώσσας](#)

Λεξικό της Κοινής Νεοελληνικής, [Λεξικό της κοινής νεοελληνικής \(greek-language.gr\)](http://greek-language.gr)

D01 33 Narratives and Images

GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	D01 33	SEMESTER	5 & 7
COURSE TITLE	<i>Narratives and Images</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised General Knowledge		
PREREQUISITE COURSES:	Children's Literature European and Modern Greek Literature: Narrative Identities		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (written assignment in English, 3000 words)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU254/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
This course, which takes the form of a seminar, aims to familiarize students with contemporary theoretical approaches to narrative and image (static and moving) both in children's and young adult literature. It also explores the dynamic intertextual relationships between narrative and image across a broad spectrum of "texts"—from traditional print media to digital visual texts, "wordless" picturebooks, comics, graphic novels, films, and advertisements. Students are introduced to Greek and foreign-language children's and young adult books, and

investigate the role of image and narrative as carriers of ideology in the intermedial adaptations of children's/young adult literature across the cultural continuum.

Upon successful completion of the course, students are expected

- to explore and critically examine different theoretical approaches to narrative and image.
- to identify the key mechanisms through which the respective socio-cultural context is inscribed in the narrative and visual material.
- to explore the types of relationships between image and narrative
- to acquire critical literacy skills, i.e., to decode the ideology of narrative and image and interpret it in relation to the respective socio-cultural context.
- to compare the intermedial adaptations of a narrative or an image in order to identify the ideological shifts from the source text to the secondary text.
- to propose ways of using this multifaceted pedagogical material in educational practice.
- to write independently a scholarly paper that meets certain academic standards
- to transform scientific knowledge into school knowledge.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Search for, analysis of data and information with the use of necessary technology

Decision-making

Working independently

Working in an interdisciplinary environment

Critical thinking

Respect for difference and multiculturalism

Criticism and Self-criticism

SYLLABUS

1-2 Theories of narratives and images

3-4 The Grammar of Images

4-6 Genres and pictures: picturebooks, graphic novels, comics

7-8 Literature in advertisement

9-10 Literature in cinema

11 Art in literature

12 Pedagogical use of narratives and images in educational practice
13 Conclusions

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face/Visit of book festivals/familiarization with book reviews/internet and YouTube search for quality books/watch films/invite authors and illustrators of adaptations in classroom for class discussion with students.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Video projector Power Point Presentations Use of the electronic platform ClassWeb Email Internet and YouTube use Χρήση ψηφιακών βάσεων δεδομένων Use of digital databases	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	18 hours/0,72 ECTS
	Students' Presentations	21 hours/0,84 ECTS
	Independent study, search in internet an library/analysis of bibliography, essay writing	86 hours/3,44 ECTS
	Course total	125 hours/5 ECTS
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple-choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Summative evaluation, public presentation, essay (3500 words) Language of evaluation: Greek	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography: Γιαννικοπούλου, Α. (2008). <i>Στη χώρα των χρωμάτων. Το σύγχρονο εικονογραφημένο παιδικό βιβλίο</i> . Παπαδόπουλος. Hutcheon, L. (2006). <i>A Theory of Adaptation</i> . Routledge

Kress, G. & Leeuwen V. T. (2011). *Η Ανάγνωση των Εικόνων. Η Γραμματική του Οπτικού Σχεδιασμού*. Επίκεντρο.

MacCallum, R. (2018). *Screen Adaptations and the Politics of Childhood. Transforming Children's Literature into Film*. Palgrave/Macmillan.

Stephens J. (1992). *Language and Ideology in Children's Fiction*. Longman.

- *Related academic journals:*

Children's Literature

Children's Literature Association Quarterly

Children's Literature in Education

The Lion and the Unicorn

International Research in Children's Literature

<https://journals.lib.uth.gr/index.php/keimena/>

D01 34 Intermedial Adaptations and Literature for Children and Young Adults

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Postgraduate		
COURSE CODE	D01 34	SEMESTER	5 th & 7 th
COURSE TITLE	<i>Intermedial Adaptations and Literature for Children and Young Adults</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised General Knowledge		
PREREQUISITE COURSES:	The course can be selected by students in their 5 th and 7 th semester of studies, provided that have successfully completed the courses: - Children's Literature - European and Modern Greek Literature: Narrative Identities		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (assignment in English)		
COURSE WEBSITE (URL)	https://student.cc.uoc.gr		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
The course <i>Intermedial Adaptations and Literature for Children and Young Adults</i> focuses on adaptations targeted at children and young adults or on adaptations which transform works of children's/young adult literature into a cultural product, which combines various

semiotic resources but is not necessarily exclusively aimed at children. The concept of adaptation is initially examined in relation to the notions of canon and classical works, while its close connection to intertextuality and parody is also addressed. Furthermore, adaptation is studied as both a product and a process that either sustains or undermines the canon, along with the reasons why the cultural industry resorts to adaptation. The techniques applied in the adaptation process, such as genre shifts, as well as the implicit ideological assumptions that revalue adaptation in the contemporary context are explored. The course covers a broad range of adaptations in advertising, children's and young adult literature, adult literature, cinema, and art.

Upon successful completion of the course, the student is expected:

- to explore and critically examine various theories of adaptation,
- to develop “an internal library”, a stock of literary works to be used in class
- to be able to identify the main mechanisms through which each sociocultural context is represented in the source and secondary text (adaptation),
- to trace adaptation techniques and justify why the creator of adaptation might employ a specific choice,
- to detect the different adaptation possibilities offered by various semiotic systems,
- to build critical literacy skills, that is, to deconstruct the ideology of the narrative (and/or image) in an adaptation and interpret it in relation to its sociocultural context,
- to compare intermedial adaptations of a narrative or an image in order to identify ideological shifts from the primary to the secondary text,
- to propose ways to use this diverse pedagogical material in everyday educational practice,
- to be able to write a scholarly paper meeting academic writing standards,
- and to transform scholarly knowledge into school knowledge.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Search, analyse and synthesise data and information

Decision-making

Working independently

Working in an interdisciplinary environment

Respect for difference and multiculturalism

SYLLABUS

1.	Adaptation: Defining concepts and historical outline
2.	The canon and classical works – Do we adapt only the classics? Why do we adapt?
3.	Adaptation, intertextuality/intericonicity and parody
4.	Adaptations strategies: Examples from a wide range of intermedial adaptations
5.	Adaptation and genre/ideology shifts
6-8.	Adaptation and Literature for children and
9.	Adaptation and Cinema
10.	Adaptation and digital games/digital narratives
11.	Adaptation and advertising
12.	Adaptation and art (painting)
13.	Conclusion

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc</i>	Face-to-face/Visit of book festivals/familiarization with book reviews/internet and YouTube search for quality books/watch films/invite authors and illustrators of adaptations in classroom for class discussion with students.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Video projector Power Point Presentations Use of the electronic platform ClassWeb Email Internet and YouTube use Χρήση ψηφιακών βάσεων δεδομένων Use of digital databases	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39 hours/1,56 ECTS
	Participation in class forum and quizzes	16 hours/0,64 ECTS
	Independent study, search in internet an library/analysis of bibliography	70 hours/2,80 ECTS
	Course total	125 (hours)/5 ECTS
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public</i>	Summative evaluation, multiple choice questionnaires, public presentation, essay (3500 words)	

<i>presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Hutcheon, L. (2006). *A Theory of Adaptation*. Oxon: Routledge

MacCallum, R. (2018). *Screen Adaptations and the Politics of Childhood. Transforming Children's Literature into Film*. London: Palgrave/Macmillan.

Müeller, A. (ed.). (2013). *Adapting Canonical Texts in and for Children's Literature*. London: Bloomsbury.

Sanders, J. (2016). *Adaptation and Appropriation*. Oxon: Routledge.

Ζερβού, Α. (2012). *Στη Χώρα των Θαυμάτων. Το Παιδικό Βιβλίο ως Σημείο Συνάντησης Παιδιών και Ενηλίκων*. Αθήνα: Πατάκης.

Οικονομίδου, Α. και Δαμιανού, Δ. (2011). *Αφηγήσεις που δεν Τελειώνουν Ποτέ. Κειμενικές και εικονογραφικές διασκευές για παιδιά*. Αθήνα: Παπαδόπουλος.

- Related academic journals:

Adaptation

Continuum: Journal of Media and Cultural Studies

Target: International Journal of Translation Studies

D01 36 Multiliteracies in Language Teaching

GENERAL

SCHOOL	Faculty of Education Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D01 36	SEMESTER	6 th or 8 th
COURSE TITLE	<i>Multiliteracies in Language Teaching</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3 hours x 8 weeks	4 credits
Students Presentations		3 hours x 5 weeks	1 credits
Total		3 hours x 13 weeks	5 credits
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific field (Seminar)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (with written assignment in English and independent)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
Upon successful completion of the course, students will be able to: - Use in-class texts drawn from everyday life and the broader sociocultural environment of learners. - Develop teaching activities that help students understand how specific terms, mechanisms, and linguistic or non-linguistic phenomena contribute to the organization, construction, and comprehension of texts. - Critically analyze a text and design corresponding activities that cultivate learners' critical literacy.

- Collaborate with students to produce texts that challenge naturalized social perceptions and promote the transformation of society towards equality and solidarity. By the end of the course, students will have further developed the following skills and competencies: - Ability to apply the principles of multiliteracies pedagogy in the context of language teaching. - Ability to collect and analyze texts for teaching purposes. - Sensitivity to linguistic, social, and cultural inequalities observed in the classroom and the wider educational and social context. - Study and writing skills necessary for further professional development (employment, postgraduate studies, research).																			
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td><i>.....</i></td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td><i>.....</i></td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
- Search for, analysis, and synthesis of data and information, with the use of the necessary technology - Adaptation to new situations - Working independently - Respect for difference and multiculturalism - Showing social, professional, and ethical responsibility and sensitivity to gender issues - Criticism and self-criticism - Production of free, creative, and inductive thinking																			

SYLLABUS

The thematic units of the course include: - Presentation of the main stages of multiliteracies (experiencing: the known and the new; conceptualizing: with terminology and theory; analyzing: functionally and critically; applying: appropriately and creatively). - Discussion on the theoretical and methodological connection between multiliteracies and critical literacy. - Exploration of various modern text genres (e.g., TV series, advertisements, memes, jokes) shaped by a wide range of media (audio, visual, gestural, digital). - Study of linguistic phenomena (e.g., humor, linguistic varieties such as dialects, ethnolects, social and functional varieties).

• Linking linguistic phenomena to the broader social context. • Examination of social issues (e.g., racism/antiracism, liquid racism, sexism/antisexism) and their implications in education. • Discussion of the role multiliteracies can play in transforming society.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (in-class teaching)		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	• Use of laptop and projector during lessons • Support of the learning process through PowerPoint presentations and videos • Use of computer and the department's e-learning platform (ClassWeb) for uploading presentations and materials • Use of e-mail for distance communication and collaboration with students		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload	ECTS
	Lectures	3 x 13 = 39 hours	1.56 credits
	Independent study, literature review, preparation, writing, and presentation of project	86 hours	3.44 credits
	Course total	125 hours	5 credits
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Student evaluation is based on: • Class participation (10%) • Quality of written paper (50%) • Quality of oral presentation (40%) Minimum passing grade: 5/10		

ATTACHED BIBLIOGRAPHY

<i>Basic Textbooks:</i> Archakis, A. & Tsakona, V. (2011). <i>Identities, Narratives, and Language Education [Ταυτότητες, αφηγήσεις και γλωσσική εκπαίδευση]</i> . Athens: Patakis. [in Greek]

Additional bibliography:

- Archakis, A., & Tsakona, V. (Eds.). (2024). *Exploring the ambivalence of liquid racism*. John Benjamins.
- Cope, B. & Kalantzis, M. (eds.) 2000. *Multiliteracies: Literacy Learning and the Design of Social Futures*. London & New York: Routledge.
- Fterniati, A., Tsami, A. & Archakis, A. 2020. "Mass culture, language variation and critical literacy: Design, development and evaluation of a teaching intervention". *The International Journal of Literacies* 27(1), 1-18.
- Fterniati, A., Archakis, A., Tsakona, V. & Tsami, V. 2015. "Scrutinizing humorous mass culture in class: A critical language teaching proposal". *The Israeli Journal of Humor Research: An International Journal* 4(1), 28-52.
- Kalantzis, M., & Cope, B. (2012a). *Literacies*. Cambridge University Press.
- Kalantzis, M., & Cope, B. (2012b). *New learning: Elements of the science of education*. Cambridge University Press.
- The New London Group. (2000). A pedagogy of Multiliteracies: Designing social futures. In B. Cope, & M. Kalantzis (eds.), *Multiliteracies: Literacy learning and the design of social futures* (pp. 9-37). Routledge.
- Tsami, V. & Skoura, E. 2021. "Jokes and Racism against Minority Groups: Critical Analysis and a Multiliteracies Teaching Proposal". *The International Journal of Literacies* 28(1), 45-57.
- Tsami, V., Skoura, E. & Archakis, A. 2024. "Racist and antiracist discourse in Greek migrant/refugee jokes: A multiliteracies teaching proposal about liquid racism". In Argiris Archakis & Villy Tsakona (eds.), *Exploring the ambiguities of liquid racism: In between antiracist and racist discourse*. Amsterdam: John Benjamins, 253-276.
- Vasquez, V. M. (2017). Critical Literacy. Oxford Research Encyclopedia of Education. <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-20>

D01 37 Language, Society & Education

GENERAL

SCHOOL	Faculty of Education Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D01 37	SEMESTER	(no restriction)
COURSE TITLE	<i>Language, Society & Education</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures (13 weeks)		3	4
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Elective		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (with an assignment written in English and independent study)		
COURSE WEBSITE (URL)	—		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
Upon successful completion of the course, students will be able to: 1. Distinguish the main assumptions of structural and generative linguistics from those of functional linguistics. 2. Identify the main dimensions of sociolinguistic diversity. 3. Demonstrate knowledge of key issues related to language contact and coexistence. 4. Understand basic aspects of language planning. 5. Recognize how sociolinguistic inequality emerges. 6. Conduct correlational sociolinguistic research. By the end of the course, students will also have further developed the following skills and competences:

1. Ability to demonstrate knowledge and critical understanding of core concepts in Sociolinguistics. 2. Ability to collect and analyze sociolinguistic data. 3. Sensitivity to sociolinguistic diversity as future teachers in the classroom.	
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
1. Search for, analysis and synthesis of data and information, using the necessary technologies 2. Adaptation to new situations 3. Respect for diversity and multiculturalism 4. Display of social, professional and ethical responsibility and gender sensitivity 5. Exercise of critical and self-critical thinking 6. Promotion of free, creative and inductive thinking	

SYLLABUS

The course covers the following thematic units: I. Mapping the field of Sociolinguistics: Definition and scope of Sociolinguistics. The necessity of a sociolinguistic perspective. The emergence of the discipline and reasons for its development. Main research areas and objectives of Sociolinguistics. II. Geographic language variation: Classification of linguistic variation. Accent, dialect, isogloss, bundle of isoglosses. Dialect vs. standard language. Mutual intelligibility. Defining language boundaries: autonomy and heteronomy. Standardization. III. Social language variation: Social and urban dialectology, sociolects. Correlational studies: aims, sampling, and data collection procedures. Classic sociolinguistic studies: Labov (New York), Trudgill (Norwich), Cheshire (Reading), Milroy (Belfast). IV. Language variation and language change: Labov's research in Martha's Vineyard. Overt and covert prestige. Change from above and change from below. The evaluative dimension of language. Apparent-time and real-time studies. V. Functional varieties and idiolects: Functional varieties and communicative situations. Hymes' model of communicative events. Situational components. Idiolects. Non-standard varieties vs the standard variety.

VI. Language planning: Definition and agents of language planning. Instrumental and sociolinguistic approaches. Corpus and status planning. Stages of language planning and development. Goals of language planning. Language rights and policy. VII. Issues in sociolinguistic research: Stages of sociolinguistic research. Techniques for data collection. Measurement of language attitudes. Communities of practice. Ethical issues in sociolinguistic research.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (in-class teaching)			
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	• Use of laptop and projector by the instructor during lectures • Support of the learning process through PowerPoint presentations and videos • Use of computer for uploading presentations and course-related material to the Department’s e-learning platform (ClassWeb) • Use of e-mail for distance communication and collaboration with students			
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>		Activity	Semester workload	ECTS Credits
		Lectures (3 x 13 weeks)	39 hours	1.56
		Student study (independent work, reading relevant bibliography, preparation for final written exam)	61 hours	2.44
		Course total	100 hours	4 ECTS
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Final written examination (100% of final grade) conducted in Greek. Evaluation methods: • Multiple choice questions • Short answer questions • Essay-type questions Minimum passing grade: 5/10			

ATTACHED BIBLIOGRAPHY

A. Core Textbooks (offered through *Eudoxus*)

- Archakis, A. & Kondyli, M. (2011). *Introduction to Issues of Sociolinguistics [Εισαγωγή σε θέματα κοινωνιογλωσσολογίας]* (3rd ed.) [1st ed. 2002]. Athens: Nissos. [in Greek]
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- Kostoula-Makraki, N. (2001). *Language and Society: Basic Concepts [Γλώσσα και κοινωνία: Βασικές έννοιες]*. Athens: Metaichmio. [in Greek]

B. Additional Bibliography

- Archakis, A., Fterniati, A. & Tsami, V. (2015). "Linguistic diversity in mass culture texts: Proposals for its didactic use [Η γλωσσική ποικιλότητα σε κείμενα μαζικής κουλτούρας: Προτάσεις διδακτικής αξιοποίησής της]". In M. Tzakosta (ed.), *Teaching Modern Greek Dialects in Primary and Secondary Education: Theoretical Approaches and Teaching Applications [Η διδασκαλία των νεοελληνικών διαλέκτων στην πρωτοβάθμια και δευτεροβάθμια εκπαίδευση: Θεωρητικές προσεγγίσεις και διδακτικές εφαρμογές]*. Athens: Gutenberg, pp. 67–94. [in Greek]
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- Haugen, E. (1983). "The implementation of corpus planning: Theory and practice." In J. Cobarrubias & J. A. Fishman (eds.), *Progress in Language Planning: International Perspectives*. The Hague: Mouton, 269–289.
- Holmes, J. (1992). *An Introduction to Sociolinguistics*. London/New York: Longman.
- Hudson, R. A. (1980). *Sociolinguistics*. Cambridge: Cambridge University Press.
- Kakridi-Ferrari, M. (2005). *Language and Social Environment: Issues in Sociolinguistics [Γλώσσα και κοινωνικό περιβάλλον: Ζητήματα κοινωνιογλωσσολογίας]*. Part A. Athens: Parousia. [in Greek]
- Kaplan, R. B. & Baldauf, R. B. (1997). *Language Planning: From Practice to Theory*. Clevedon: Multilingual Matters.
- Kondosopoulos, N. (1998). *Languages and Dialects of Europe [Γλώσσες και διάλεκτοι της Ευρώπης]* (2 vols). Athens: Grigoris. [in Greek]
- Labov, W. (1972a). *Sociolinguistic Patterns*. Philadelphia: University of Pennsylvania Press.
- Labov, W. (1972b). *Language in the Inner City*. Philadelphia: University of Pennsylvania Press.
- Milroy, L. (1980). *Language and Social Networks*. Oxford: Blackwell.
- Baslis, G. (2000). *Sociolinguistics [Κοινωνιογλωσσολογία]*. Athens: Grigoris. [in Greek]
- Nahir, M. (1984). "Language planning goals: A classification." *Language Problems & Language Planning*, 8(3), 294–327.
- Daltas, P. (1997). *Sociolinguistic Variability: Theoretical Models and Research Methodology [Κοινωνιογλωσσική μεταβλητότητα: Θεωρητικά υποδείγματα και μεθοδολογία της έρευνας]*. Athens: Epikairotitia. [in Greek]
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- Tsitsipis, L. (1995). *Introduction to the Anthropology of Language* [Εισαγωγή στην ανθρωπολογία της γλώσσας]. Athens: Gutenberg. [in Greek]
- Fragoudaki, A. (1987). *Language and Ideology: A Sociological Approach to the Greek Language* [Γλώσσα και Ιδεολογία. Κοινωνιολογική προσέγγις της ελληνικής γλώσσας]. Athens: Odysseas. [in Greek]
- Harris, G. I. (ed.) (2001). *Ten Myths about the Greek Language* [Δέκα μύθοι για την ελληνική γλώσσα]. Athens: Patakis. [in Greek]

D01 38 Text: From Linguistic Theory to Teaching Practice

GENERAL

SCHOOL	Faculty of Education Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D01 38	SEMESTER	6 th or 8 th
COURSE TITLE	Text: From Linguistic Theory to Teaching Practice		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3 (x 4 weeks)	2 credits
Teaching scenario simulation by students		3 (x 4 weeks)	1,5 credits
Student presentations		3 (x 4 weeks)	1,5 credits
Total		3 (x 12 weeks)	5 credits
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific field (Seminar)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (with written assignment in English and independent study)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
Upon successful completion of this course, students will be able to: - Understand how texts are constructed. - Analyze various texts based on textuality criteria. - Recognize the extent to which language curricula and syllabi for Modern Greek Language in primary education adopt principles of text linguistics. - Apply fundamental principles of text linguistics to design educational activities for primary school.

Additionally, students will further develop the ability to:

- Understand core theoretical concepts of text linguistics.
- Apply this knowledge to issues of language education.
- Utilize text-linguistic analysis to develop teaching activities in language instruction.

General Competences

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

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

- Decision-making
- Adapting to new situations
- Production of new research ideas
- Searching for, analyzing, and synthesizing data and information using relevant technologies
- Respect for diversity and multiculturalism
- Demonstrating social, professional, and ethical responsibility and gender sensitivity
- Exercising criticism and self-criticism
- Promoting free, creative, and inductive thinking

SYLLABUS

The course covers the following thematic units:

- i. **Introductory concepts:** Language system and language use. Sentence, utterance, text. Text as action. Context. Communicative competence. The text-based approach in classroom teaching: basic theoretical principles.
- ii. **Oral, written, and electronic discourse:** Assumptions of traditional grammar, the role of linguistics, differences between oral and written discourse, the oral-written continuum, electronic discourse.
- iii. **Criteria distinguishing a text from a collection of sentences:** Cohesion, coherence, informativity, intentionality, intertextuality, situationality, acceptability.
- iv. **Concepts of text analysis:** Cohesive ties, relationships between linguistic elements and messages.
- v. **Basic text genres:** narration, description, argumentation.
- vi. **Towards a communicative, text-based framework for language teaching in primary education:** Critical review of language teaching in primary school. Applying text-linguistic principles in educational practice. Functional literacy. From text-linguistic to critical approaches in education. Critical literacy. Critical language awareness. Multiliteracies and their classroom application.
- vii. **Teaching Proposals**
- viii. **Teaching Process Simulation**
- ix. **Reflection on Language Teaching**

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face (in class)		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of laptop and projector during lectures. - Support of learning process through PowerPoint presentations and videos. - Use of the department's electronic platform (ClassWeb) for sharing materials and presentations. - Use of e-mail for distance communication and collaboration with students.		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload	ECTS credits
	Lectures	3 x 4 = 12 hours	0,48
	• Student study (Independent study and analysis of literature related to the subject of the course) • Preparation for the simulation • Implementation of the simulation • Participation in the reflective process • Writing of teaching material	113 hours	4,52
	Course total	125 hours	5
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation language: Greek Assessment methods include: - Class participation (10%) - Teaching simulation management (30%) - Written assignment quality (60%) Minimum passing grade: 5/10		

ATTACHED BIBLIOGRAPHY

Basic Textbooks:

Archakis, A. (2005). *Language teaching and text construction [Γλωσσική διδασκαλία και σύσταση των κειμένων]*. Athens: Patakis. [in Greek]

Georgakopoulou, A., & Goutsos, D. (2011). *Text and communication [Κείμενο και επικοινωνία]*. Athens: Patakis. [in Greek]

Additional bibliography:

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- Charalambopoulos, A., & Chatzisavvidis, S. (1997). *Teaching the Functional Use of Language: Theory and Practice [Η διδασκαλία της λειτουργικής χρήσης της γλώσσας: Θεωρία και πρακτική εφαρμογή]*. Thessaloniki: Kodikas. [in Greek]

D02 Philosophy and Religious Education

D02 01 Introduction to Philosophy

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary of Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D02 01	SEMESTER	all
COURSE TITLE	<i>Introduction to Philosophy</i>		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
COURSE TYPE	General Knowledge, special background, scientific area		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes
By the end of the course, students are expected to: • Have mastered basic philosophical terminology. • Have developed a general understanding of the major branches of philosophy. • Have acquired an overall grasp of the fundamental problems of the Western philosophical tradition. • Have formed a concise understanding of the history of Western philosophy and have broadly understood how philosophy differs from myth, religion, and science in both method and subject matter. • Have engaged with primary sources. • Be able to argue and substantiate their views. • Be capable of writing short assignments (optional).
General Competences
General Competences • Adaptation to new situations. • Decision-making. • Independent work. • Teamwork.

- Exercising criticism and self-criticism.
- Promotion of free, creative, and inductive thinking.

SYLLABUS

Course Content

What is philosophy? / Why do we philosophize?

Defining philosophy: Philosophy, Myth, Religion, and Science.

Ancient Greek Philosophy: Ontology

1. Presocratics
2. Socrates
3. Plato
4. Aristotle
5. Philosophy as handmaiden of theology

Modern Philosophy: From Ontology to Epistemology / Method

1. The paradigm of the new science
2. Empiricists and Rationalists
3. Kant

From the Subject to the (Human) World: The Linguistic Turn

1. Post-Kantian systematizations: The problem of freedom

A guide for life?

1. Ethics
2. Art

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face: In class Presentation of assignments by students and commentary on them by the instructor and the other students	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in Teaching and in Communication with Students • Support of the learning process through the Free Open eClass platform	
TEACHING METHODS	Activity	Semester workload
	Lectures:	30
	Study & analysis of bibliography:	25
	Interactive teaching	20
	Writing of paper(s)	15
	Independent study	10
	Total course workload (25 hours of student work per ECTS credit):	100

STUDENT PERFORMANCE EVALUATION	Language of assessment: Greek. Assessment methods: – Essay-type extended-response questions – Problem-solving – Optional short written assignment (2 credits) The assessment criteria will be announced during the first meeting/lecture.

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Αυγελής, Ν. (2016). Εισαγωγή στη φιλοσοφία. Θεσσαλονίκη: Αντ. Σταματούλης.
- Audi, R. (επ.). (2011). Το φιλοσοφικό λεξικό του Cambridge. (Μτφρ. Αθανασιάδου, Α. κ.ά.). Αθήνα: Κέδρος
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- (2015). Φιλοσοφία: Τα κλασικά κείμενα. (Μτφρ. Δρίτσας, Θ.). Αθήνα: Αρσενίδης
- Vardy, P. & Grosch, P. (2013). Το αίνιγμα της ηθικής. Εκδόσεις: Αρσενίδης.

- Related academic journals:

- Δευκαλίων.
- Υπόμνημα.

D02 04 Philosophical and Religious Concepts in Art: Educational Perspectives

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D02 04	SEMESTER	5 th and 7 th
COURSE TITLE	<i>Philosophical and Religious Concepts in Art: Educational Perspectives</i>		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lecture		3x 7 weeks	5
Presentations of the essays		3x 6 weeks	
COURSE TYPE	Specialized field seminar		
PREREQUISITE COURSES:	The course may be taken by students in the 5th and 7th semesters.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (with an assignment in English and personal study)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=6310		

LEARNING OUTCOMES

Learning outcomes
By the end of the course, students will be able to: Knowledge • Recognize the relationship between religion, philosophy, and art within the context of culture. • Understand the criteria that make dialogue between Christian theology and art possible. • Interpret philosophical, theological, and gender-related references in literary and artistic works. • Know the main arguments in favor of artistic freedom and the issues surrounding censorship. Skills • Analyze artistic texts using interpretive tools from philosophy, theology, and gender studies. • Design teaching activities that use art to present philosophical/religious and social ideas. • Apply critical thinking to phenomena of censorship and stereotypical gender

representations in art.

- Work in groups to interpret and present texts or works of art.
- Manage issues of religious, cultural, and gender diversity in education.
- Defend freedom of expression using theological, philosophical, and pedagogical arguments.
- Exercise critique and self-reflection in interpretive and pedagogical practices.

General Competences

General Competences

- Search, analysis, and synthesis of data
- Teamwork and interdisciplinarity
- Respect for diversity and multiculturalism
- Creative and inductive thinking
- Ethical responsibility and social sensitivity

SYLLABUS

The course includes the following thematic units:

- Introduction: Religion, philosophy, theology, and art – conceptual clarifications
- Religiosity and literariness: From sacred texts to literature
- Philosophical and theological readings of works of art: Papadiamantis, Ritsos, Karelli, Kazantzakis, Graham Greene, Samuel Beckett, etc.
- Ethical, gender, and pedagogical dimensions of interpretation: literature, art, religious education, and feminist critique
- Freedom of art, “blasphemy,” and censorship: philosophical, theological, and social implications
- Educational applications: Designing teaching scenarios using literature, cinema, theatre, and other performing and visual arts

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face: In class Presentation of assignments by students and commentary on them by the instructor and the other students	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching Presentation of material created in PowerPoint, as well as related videos Online communication with students e-learning platform	
TEACHING METHODS	Activity	Semester workload
	13 lectures and student presentations	39 hours 13 x 3 1,58 ECTS
	Preparation and organization of the project	25 hours 1,00 ECTS

	Writing-up the essay	60 hours 2,42 ECTS
	Course total	124 hours 5 ECTS
STUDENT PERFORMANCE EVALUATION	Formative and Summative Assessment: Participation (20%) Project assignment (20%) Final written essay (30%) Public Presentation of the essay (30%)	

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- Suggested bibliography in Greek and English

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<https://neoplanodion.gr/2020/08/09/%CE%BA%CF%8E%CF%83%CF%84%CE%B1%CF%82-%CE%B1%CE%BD%CE%B4%CF%81%CE%BF%CF%85%CE%BB%CE%B9%CE%B4%CE%AC%CE%BA%CE%B7%CF%82-%CE%BB%CE%BF%CE%B3%CE%BF%CF%84%CE%B5%CF%87%CE%BD%CE%AF%CE%B1-%CE%BA%CE%B1%CE%B9/> [προσβ. 15/9/2025].

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_____, «Μορφές και διαστάσεις πνευματικότητας» στο Στέλιος Βιρβιδάκης και Μιχάλης Φιλίππου (επιμ.), Επιχειρήματα για την ύπαρξη του Θεού και άλλα δοκίμια αναλυτικής φιλοσοφίας της θρησκείας (εκδ. Άρτος Ζωής: Αθήνα, 2018), σελ. 370-414.

Βογιατζής, Ιωάννης, Η Εκκλησία πάει σινεμά: ο διάλογος της ορθόδοξης Εκκλησίας και του κινηματογράφου (εκδ. Αρμός: Αθήνα, 2020).

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- Related academic journals:

Literature and Theology

Religion and the Arts

Philosophy and Literature

Νέα Εστία

D02 05 Political Theology and Liberating Pedagogy

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D02 05	SEMESTER	6th and 8th
COURSE TITLE	<i>Political Theology and Liberating Pedagogy</i>		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lecture		3x7 weeks	5
Presentations of the essays		3x6 weeks	
COURSE TYPE	Specialized field seminar		
PREREQUISITE COURSES:	The course may be taken by students in the 6th and 8th semesters.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (with an assignment in English and personal study)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes
By the end of the seminar, students will be able to: Knowledge • Define political theology and identify its different forms (feminist, ecotheology, etc.), its history, and its contemporary expressions. • Distinguish the theological criteria of liberation theologies. • Understand the relationship between political theology and liberation/critical pedagogy. Skills • Apply liberative interpretive approaches to religious/theological texts. • Design pedagogical interventions that address contemporary social issues (refugee crisis, economic crisis, ecological crisis, etc.). • Incorporate perspectives of gender, race, and disability into educational scenarios. Competences • Analyze and synthesize theological and pedagogical theories. • Exercise critical thinking and self-critique in relation to social inequalities. • Work collaboratively and take initiative in seminars/projects.

General Competences
• Search, analysis, and synthesis of data • Teamwork and interdisciplinarity • Respect for diversity • Creative and inductive thinking • Ethical responsibility and social sensitivity

SYLLABUS

The course includes the following thematic units: Introduction to Political Theology • Historical development and key concepts • From Carl Schmitt to liberation theologies Liberation Theology: Criteria and Methods • The use of the Bible from the perspective of the oppressed • <i>bell hooks</i>: love as a pedagogical act • Hope and freedom Interpretative Differences • Non-liberation vs. liberation theology • The concept of the “person” (Christian Tradition, J. Zizioulas, Maria Skobtsova, etc.) Pastoral and Pedagogical Dimension • School and social issues • Education–state–religion–nationalism: justice, equality, inclusion • The position of women in the Orthodox Church; gender and religion Intersections with Liberation Pedagogy • Gender, race, and disability as fields of oppression and emancipation • Postcolonial, feminist theologies, and eco-theologies Seminars – Case Studies • Reading and analysis of theological and pedagogical texts • Discussions on classroom applications based on the Religious Education curriculum • Creation of teaching scenarios with a liberative/critical perspective

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-Face: In class Presentation of assignments by students and commentary on them by the instructor and the other students	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in teaching Presentation of material created in PowerPoint, as well as related videos Online communication with students e-learning platform	
TEACHING METHODS	Activity	Semester workload

	13 lectures and student presentations.	39 hours 13 x 3 1,58 ECTS
	Preparation and organization of the project	25 hours 1,00 ECTS
	Writing-up the essay	60 hours 2,42 ECTS
	Course total	124 hours 5 ECTS
STUDENT PERFORMANCE EVALUATION	Formative and Summative Assessment: Participation (20%) Project assignment (20%) Final written essay (30%) Public Presentation of the essay (30%)	

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- Related academic journals:

Political Theology

Feminist Theology

Modern Theology

Journal of the American Academy of Religion (JAAR)

D02 16 Religion, Culture and Education

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D02 16	SEMESTER	(no restriction)
COURSE TITLE	<i>Religion, Culture and Education</i>		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS		CREDITS
Lectures	3 (×13)		4
COURSE TYPE	Scientific Area (Elective)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (with an assignment in English and personal study)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=6311		

LEARNING OUTCOMES

Learning outcomes
Upon completion of the course, students will be able to: • Define and interpret key concepts related to religion, culture, and education. • Understand the legal and institutional framework of Religious Education in Greece (e.g. Council of State 1749/2019) and in an international context. • Recognise intercultural and interfaith approaches in education. • Be familiar with theories and pedagogical models concerning religious education, social justice, and the cultivation of democratic values. Students will be able to: • Analyse the interaction of religion, gender, culture, and rights within the school environment. • Design and implement teaching scenarios with intercultural and interfaith sensitivity. • Use art, music, and literature creatively as pedagogical tools in Religious Education. After attending the course, students will be able to: • Identify phenomena of religious fanaticism and develop pedagogical responses that promote tolerance and democratic awareness. • Develop and apply teaching strategies that respond to multicultural and multi-religious school contexts. • Exercise critical and self-critical reflection on the role of religious education in social and cultural issues. • Manage complex and unpredictable educational situations with responsibility and autonomy.

General Competences
General Competences • Data retrieval using information technologies. • Adaptation to new situations and environments. • Respect for diversity, multiculturalism, and human rights. • Social, professional, and ethical responsibility, with sensitivity to issues of religion and gender. • Critical and self-critical thinking. • Promotion of free, creative, and inductive thinking.

SYLLABUS

Religion, Culture and Education: basic concepts and approaches Definitions and the relationship between religion, culture, and education. Theoretical frameworks and sociological/philosophical approaches. Religion and Society in Historical and Contemporary Context Religion and social development. Secularisation, modernity, religiosity, fundamentalism. Religion and democracy. Legal and Institutional Framework of Religious Education Legislation and institutional framework in Greece (e.g. Council of State 1749/2019). Comparative international approaches to the teaching of Religious Education. Children's rights and religious freedom. Intercultural and Interfaith Education Theories and practices of intercultural education. Religious diversity and respect for difference. Liberating pedagogy and gender equality. Religion, Conflict, and Pedagogical Responses Religious fanaticism: causes, manifestations, risks. Religion, refuge, migration. Education for peace, reconciliation, and social justice. Religion, Art, and Creative Pedagogical Approaches Use of art, music, and literature in religious education and interfaith learning. Experiential and creative learning methods.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face in the classroom.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of laptop and projector during lectures. • Support of the learning process through PowerPoint presentations and videos. • Use of the department's e-learning platform for uploading presentations and relevant materials. • Use of email for distance communication and collaboration with students.

TEACHING METHODS	Activity	Semester workload
	Lectures	3 (×13) hours = 39 hours ECTS 1.56
	Independent study and literature analysis related to the course topic	61 hours ECTS 2.44
	Course total	100 hours ECTS 4
STUDENT PERFORMANCE EVALUATION	Final written examination (100% of the final grade) in Greek, with the possibility of using notes. • Short-answer questions • Essay/critical thinking questions (70% of the grade) Minimum passing grade: FIVE (5)	

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British Journal of Religious Education

Religious Education

D03 Children's Music Education

D03 01 Visual Arts Expression of Children: Painting and Applications

GENERAL

SCHOOL	FACULTY OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	Graduate		
COURSE CODE	D03 01	SEMESTER	Fall semester
COURSE TITLE	<i>Visual Arts Expression of Children: Painting and Applications</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Workshop – ppt presentations and videos		6	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Workshop exercise		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> The aim of the course is to understand the phenomenon of art in human life and education in general. In this context, painting techniques are approached as a linguistic system of visual signs, symbols, and images that every child, every person, can and should learn to read and express, reject, or accept. The course is an introduction to the study of basic theoretical principles and techniques of painting. In addition, it examines art as an irreplaceable process for the development and

cultivation of the basic functions of thought and action, learning, knowledge building, experimentation, research, self-expression, and the cultivation of critical thinking. The course makes indicative references to art history for a better understanding of the phenomenon of art. Particular emphasis is placed on the correlation of art with other cognitive subjects (interdisciplinarity/interdisciplinarity).

The course also intends to cultivate the visual arts creation of students as future educators, as well as their theoretical and practical training in terms of methodology and the design of visual arts activities in education.

Upon successful completion of the course, students will be able to:

- Understand the basic concepts, principles, and meanings of visual arts in education and human life in general
- Understand the basic characteristics and pedagogical principles for designing appropriate learning environments for students' contact with the visual arts
- Recognize that art is a means of exploration, learning, expression, and communication between people, and also use art in combination (interdisciplinary) with other cognitive subjects
- To understand the importance of the cyclical process and development of a creation, and possibly the modification of the initial idea as a result of further research, discussion, criticism, and influence.
- To know that visual arts activities should not lead to stereotypes that hinder the development of students' creativity.
- Be aware that visual arts in education are more than just a specialisation and accumulation of technical knowledge and materials and that beyond that, they are a creative, reflective, exploratory activity and intellectual processing of correlations with alternative perceptions.
- To avoid evaluative comparisons of students' work or negative comments. Instead, highlight the uniqueness, diversity, and expressiveness of each composition, etc. This means that there is no right or wrong way. There is only the personal way.

General Competences

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

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

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

Upon successful completion of the course, students will be able to:

- Analyze the form, content, and function of artwork in education.
- Utilize artwork as a means of developing critical and creative thinking.
- Design and implement pedagogical scenarios based on aesthetic experiences.
- Apply active and experiential learning approaches centered on art.
- Cultivate cultural sensitivity and reflection in students.

SYLLABUS

Week 1 • Introduction, course presentation (thematic units) Week 2 • General principles and materials of painting—references from art history Week 3 • Color theory—color materials. The use of color in everyday life and applied arts Week 4 • Basic principles of design—composition, sign, level, tonal scale Week 5 • Painting techniques—geometric art 6th Week • Painting techniques - airbrush technique 7th Week • Painting techniques - scratch paper 8th Week • Painting techniques - pointillism 9th Week • Mixed techniques - relief & flat collage 10th Week • Prints - impressions - frottage Week 11 • Improvisation – search for the random – expressionism Week 12 • Illustrations from nature Week 13 • Illustrations of forms from the natural and technical environment

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Practical exercises—discussion, demonstration of visual tools, guided practice, reflection.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	• Use of ICT in Workshop Training • Use of ICT in Communication with Students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-</i>	Activity	Semester workload
	Workshop Exercise	78 hours
	Seminars	5 hours
	Artistic Workshop	5 hours
	Educational visits and attendance at conferences/seminars/events/workshops/exhibitions	9 hours

directed study according to the principles of the ECTS	Exams (presentation of visual arts projects)	3 hours
	Course total	100 hours
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The assessment is based on: - the visual arts activities created in each course (sketchbook, individual portfolio) - additional theoretical assignments (e.g., lesson plans and teaching strategies, educational scenarios)	

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D03 02 Visual Arts Expression of Children: Sculpture and Applications

GENERAL

SCHOOL	FACULTY OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	Graduate		
COURSE CODE	D03 02	SEMESTER	Spring
COURSE TITLE	<i>Visual Arts Expression of Children: Sculpture and Applications</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Workshop – ppt presentations and videos		6	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Workshop exercise		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> This specific thematic unit is perceived as a place of creation and critical reflection, which reveals organized knowledge about art, awakens interest in artistic activity, and offers the opportunity for broader intellectual and multicultural cultivation. In this sense, artistic education through sculptural expression is perceived as participation in an open, creative, exploratory, and critical dialogue that helps individuals construct themselves as subjects, experiencing a deeper relationship with themselves and the world. Contemporary visual arts, in all their forms, painting, sculpture, engraving, constructions, events, video, new technologies, photography, etc., activate the senses, enrich children with stimuli and experiences, develop their imagination, build new knowledge, create channels for the expression of emotions, perceptions, and reflection, and ultimately enhance children's

creativity and the development of creative thinking. The course consists of a theoretical and practical approach to issues of space, form, and volume, with exercises aimed at understanding the relationships between the work and its environment. In this context, sculpting techniques are approached as a set of material points, symbols, and meanings that every child, every person, can and should learn to "read" and express. The course is an introduction to the study of basic theoretical principles and techniques of sculpture and construction in general. In general, construction activities are a guided process that involves and develops cognitive skills and problem solving, correlation, and coordination skills (coordination: brain-eye-hand). They require predetermined materials and increased guidance. The course makes indicative references to art history for a better understanding of the phenomenon of art. The course also aims to cultivate the visual creativity of students as future educators, as well as their theoretical and practical training in terms of methodology and the design of visual arts activities in education.

Finally, students are guided to adopt the perception that visual arts activities and constructions are processes that activate inspiration, imagination, improvisation, and emotions, and are an open, exploratory, and in a way "non-conventionally structured" activity.

Upon successful completion of the course, students will be able to:

- Understand the basic characteristics and pedagogical principles for designing appropriate learning environments for students' contact with the visual arts
- Recognize that constructive activities are a goal-oriented process that engages and develops cognitive skills and problem solving, correlation, and coordination skills (coordination: brain-eye-hand).
- Understand the importance of the cyclical process and development of a creation
- Understand the techniques and expressive trends in sculpture, be familiar with the expressive means, methodological tools of representation and construction
- Know that visual arts crafts require predetermined materials and increased guidance.
- Avoid evaluative comparisons of students' work or negative comments. Instead, highlight the uniqueness, diversity, and expressiveness of each composition, etc. This means that there is no right or wrong way.
- Create a participatory, collaborative, and research-oriented framework that promotes deeper understanding and utilizes students' experiential knowledge.
- To create an open, loosely structured, and essentially enjoyable pedagogical exploratory environment.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

- Independent work
- Teamwork

- Adapting to new situations
- Inquiring explorations
- Exercising criticism and self-criticism
- Respect for diversity and multiculturalism.
- Applying knowledge in practice

SYLLABUS

Week 1

- Introduction, course presentation (thematic units)

Week 2

- Sculpture techniques and materials—references from art history

Week 3

- Kinetic wire sculpture—Alex Calder (wire)

Week 4

- Sculpture techniques – geometric abstraction – Neoplasticism, Mondrian (papier-mâché)

Week 5

- Sculpture techniques – ready-made recycled materials

6th Week

- Sculpture techniques – ready-made recyclable materials

7th Week

- Sculpture techniques – ready-made recyclable materials

8th Week

- Sculpture in space – Installations

9th Week

- Sculpture with alternative materials (plaster and aluminum foil)

10th Week

- Ceramics-sculpture (visit to the Visual Arts Workshops)

Week 11

- Sculpture techniques – Land art

Week 12

- Performances – The body as a means of expression

Week 13

- Sculpture - Multimedia environments

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Practical exercises—discussion, demonstration of visual tools, guided practice, reflection.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	• Use of ICT in Workshop Training • Use of ICT in Communication with Students

TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Workshop Exercise	78 hours
	Seminars	5 hours
	Artistic Workshop	5 hours
	Educational visits and attendance at conferences/seminars/events/workshops/exhibitions	9 hours
	Exams (presentation of visual arts projects)	3 hours
	Workshop Exercise	78 hours
	Seminars	5 hours
	Artistic Workshop	5 hour
	Course total	100 hours
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The assessment is based on: - the visual arts activities created in each course (sketchbook, individual portfolio) - additional theoretical assignments (e.g., lesson plans and teaching strategies, educational scenarios)	

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D03 03 Practical Arts of Theatre and Drama Theory

GENERAL

SCHOOL	FACULTY OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES			
COURSE CODE	D03 03	SEMESTER	All
COURSE TITLE	<i>Practical Arts of Theatre and Drama Theory</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
Upon successful completion of the course, students will have acquired familiarity with: ➤ Elements of the practical arts of theatre. ➤ The main interpretative approaches to drama. ➤ Methods for applying the above elements in theatre pedagogy.

General Competences

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

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

Upon completion of the course, students will be able to:

- Translate theoretical knowledge into practice.
- Apply elements of drama theory across different subjects of the school curriculum.
- Organise a school theatrical performance, even with limited resources.
- Design, implement, and evaluate a range of theatre pedagogy applications.

SYLLABUS

Theatre semiotics – contemporary drama theorists (Ubersfeld, Fischer-Lichte, etc.),
Major schools of theatrical interpretation and directing and their pedagogical applications,
Dramatic play based on the above theoretical approaches.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures, educational workshop	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of</i>	Activity	Semester workload
	Lectures	39
	Educational workshop	61
	Course total	100

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

ATTACHED BIBLIOGRAPHY

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Grammatas, T. (Ed.). (2006). *Adaptations of Shakespeare's works for children and young people: Theatre and literature* [Original work in Greek: Διασκευές έργων του Σαίξπηρ για παιδιά και νέους. Θέατρο – Λογοτεχνία]. Athens: I. M. Panagiotopoulou Publications.

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Grammatas, T., & Tzamargias, T. (2004). *Cultural events at school: Primary and secondary education* [Original work in Greek: Πολιτιστικές Εκδηλώσεις στο Σχολείο. Πρωτοβάθμια – Δευτεροβάθμια Εκπαίδευση]. Athens: Atrapos.

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D03 04 History of Art

GENERAL

SCHOOL	FACULTY OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	Graduate		
COURSE CODE	D03 04	SEMESTER	Spring
COURSE TITLE	<i>History of Art</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Presentations – audiovisual material, PowerPoint presentations, videos, practical applications		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> The course content briefly covers the great civilizations of Egypt, Ancient Greece, China, India, and Japan, focusing on Western art in the fields of visual arts and music from the late 19th century to the 21st century, during which major changes took place in their roles and purposes, form and content. Artistic creation is not approached solely on the basis of expressive issues of structure, composition, form, and content, but also within the broader context of the cultural, political, and social parameters of each case. At the same time, emphasis is placed on the basic characteristics of the main visual arts and

music education approaches through theoretical principles and practical applications, on how art history can be applied in schools as an interdisciplinary and inter-artistic expressive and research approach. In this way, an attempt is made to connect representational-auditory systems in order to search for and construct new pedagogical and epistemological ideas and perceptions for educational and research design.

Current trends in research in the fields of social sciences and education regarding arts-based research practices, such as visual storytelling, collage, performance, visual arts, music and multimedia performances, installations, photography, and video art, also play an important role in the course. visual storytelling, collage, performance, visual arts, music and multimedia performances, installations, photography, video art, etc., which are methodological tools used by qualitative researchers as new research tools and as an alternative way of expanding their research design and understanding of the world.

Upon successful completion of the course, students will be able to:

- Understand the basic concepts and movements in art history.
- Understand the basic characteristics and pedagogical principles for designing interdisciplinary learning environments in schools.
- Recognize that the arts as a whole are a means of exploration, learning, expression, and communication between people, and also use art in combination (interdisciplinary) with other cognitive subjects.
- Understands the importance of the cyclical processing and development of a creation, possibly even modifying the initial idea as a result of further research, discussion, criticism, and influence.
- Understands that engaging with art history is a creative, emergent, interpretive, and multimodal process.
- Knows that arts in education are more than just specialisation and accumulation of technical knowledge, tools and materials, and that beyond these, they are a creative, reflective, exploratory activity and intellectual processing of correlations with alternative perceptions.
- Avoids stereotypical evaluative comparisons of works of art and, by extension, of students. Instead, it highlights the uniqueness, diversity, and expressiveness of each composition, etc. This means that there is no right or wrong way. There is only the personal way.

General Competences

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

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

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

- Independent work
- Teamwork
- Adapting to new situations

- Exploratory research
- Critical thinking and self-criticism
- Respect for diversity, empathy
- Applying knowledge in practice
- Promoting free, creative, and inductive thinking
- Generating new artistic and research ideas
- Searching for, analyzing, and synthesizing data and information, using the necessary technologies and other tools

SYLLABUS

Week 1

- Introduction, course presentation (thematic units)

Week 2

- General principles and theories from art history

Week 3

- 19th century: 19th-century art—movements in European music and visual arts

Week 4

- 19th century: Visual arts and music education approaches of the 19th century – arts education in the 19th century
- Arts-based Research: Basic Principles, first assignment of group work

Week 5

- 19th century: The arts in other parts of the world, influences and effects

Week 6

- 20th century: Anti-romanticism and social becoming

Week 7

- 20th century: Breaking down the establishment: the freedom (?) of the arts
- Arts-based Research: Connecting theory and practice, assignment of final projects to groups

Week 8

- 20th century: Visual arts and music education approaches of the 20th century—the dialogue between art, science, and education

Week 9

- 20th century: reference examples for an interdisciplinary and inter-artistic expressive and research approach to knowledge

10th week

- 21st century: Contemporary Creative Trends
- Arts-based Research: Presentations, performances, etc.

Week 11

- 21st century: Contemporary trends in visual arts and music education
- Arts-based Research: Presentations, performances, etc.

12th Week

- Creative Visual Arts and Music Interdisciplinary meeting—will it ultimately be different?

• Arts-based Research: Presentations, performances, etc. Week 13 • Evaluation through Arts-based Research

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In class (face-to-face teaching)	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	• Use of ICT in teaching. • Use of mobile phones, MP4 players, and music programs to create and implement activities. • Screening of videos—operas, musicals, compositions—YouTube, performances, art exhibitions, etc. • Creation of videos/video clips/works/pieces as part of a performance. • Presentation of the course using PowerPoint. • Support for the learning process through the Classweb and Moodle electronic platforms. • Electronic communication with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Workshop Exercise	78 hours
	Seminars	5 hours
	Artistic Workshop	5 hours
	Educational visits and attendance at conferences/seminars/events/workshops/exhibitions	9 hours
	Teamwork in a case study. Preparation of project plans.	3 hours
	Course total	100 hours
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment is conducted in Greek. Assessment is based on an essay and performance, presentation, and creation of an artwork.	

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- Argan, G. C. (2002). *Modern art* (L. Papadimitri, Trans.). Crete University Press. (Original work published 1970).
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- Miller, A. (2002). *Einstein, Picasso: Space, time, and beauty*. Travlos.
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D03 27 Play, Experience, Inter-act: The Piano and other musical instruments in the educational process

GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	D03 27	SEMESTER	SPRING- WINTER
COURSE TITLE	<i>Play, Experience, Inter-act: The Piano and other musical instruments in the educational process</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Workshop		6	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge and skills development (workshop)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English- essays, team projects and essays and personal studying)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
The aim of the course is for students to discover the pedagogical dimensions of play, interaction and experience through the prism of music, integrating the piano, the voice and other musical instruments into the educational process. The specific objectives of the workshop are to deepen the students' knowledge in the field of Music and Music Education, as well as to raise their awareness on issues of musical-kinetic expression through the creative use of musical instruments. The main scopes of the course concern the participants' familiarization with the notion of experience and active participation, the integration of

improvisation in the educational process- at an individual level and in groups- as well as the development of musicality and the overall aesthetic perception of the participants.

Upon successful completion of the course, the students:

- will have understood basic concepts and terminology of the scientific field.
- will have listened, edited, analyzed, and played various musical works through activities.
- will have delved into applied teaching approaches.
- will have acquired knowledge on the basic features of *Music*- musical instruments, singing, rhythm, sound, structure, form, genre, etc. - and how to use them creatively.
- will be able to reflect and talk on issues of contemporary pedagogies regarding the Arts.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Search, analysis and synthesis of data and information, using the necessary technologies and other tools

Production of free, creative and inductive thinking

Individual and Team Work

Criticism and self-criticism

Decision making

Respect for diversity and multiculturalism

Working in an interdisciplinary environment

Production of new artistic and research ideas

Critical and Creative thinking

Empathy

Application of knowledge into *praxis*

Exploration, self-exploration and improvisation

SYLLABUS

Week 1 a. Musical instruments as carriers of sound exploration b. play music.

Week 2 a. The concept of written text in music: the score and its -non- use b. music in action. Week 3 a. Approaching Improvisation I: methods and application b. inter-action and improvisation.

Week 4 a. Rhythm through Body Percussion b. educational musical instruments and their use.

Week 5 a. Music instruments in Music Education: theoretical approaches and creative activities.
Week 6 a. Teamwork and musical instruments: History, methods, challenges, discovery process b. collaborative activities.
Week 7 a. The concept of <i>memory</i> in music education and auditory perception b. projection of musical, acoustic, multimodal and other examples/visit to an artistic/ music/ sound field, etc.
Week 8 and 9 a. Music improvisation in the classroom and in practice: interactive digital applications b. promotion of music, acoustic, multimodal and other examples/ visit to an artistic/ music. sound space, etc.
Week 10 Expanding the search for musical elements: Timbre, Dynamics, Structure and creative approach.
Week 11 Musical instruments and their use in education.
Week 12 a. Contemporary musical creation: musical instruments in non-conforming modes b. play, act, create.
Week 13 Reflection, conclusions, recapitulation.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in teaching. - Use of mobile phones, mp4s, music programs to create and implement activities. - Video projection – dance performances, musicals, compositions - youtube etc. - Creation of video clip / work / piece as part of a performance. - Presentation of the course using Powerpoint. - Support of the learning process through electronic platforms- classweb and moodle. - Electronic communication with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Workshop	78
	Team and individual projects	20
	Educational visits	27
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice</i>	The evaluation is in Greek and involves several short workshop projects- both individual and team, an easy music composition using ICT and written exams.	

questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Gardner, H. (1983). *Frames Of Mind: The Theory Of Multiple Intelligences*, New York: Basic Books.

Small, C. (1998). *Musicking: the Meanings of Performing and Listening*. Middletown: Wesleyan University Press.

Swanwick, K. (1994). *Musical knowledge Intuition, Analysis, and Music Education*. London; New York: Routledge.

Winterson, J., & Harris, P. (2014). *Music theory: the essential guide*. Faber Music.

- Related academic journals:

General Music Today, Journal of Musicology, British Journal of Music Education, Journal of Music Theory, Music Theory Spectrum and others.

D03 08 Introduction to Music

GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	D03 08	SEMESTER	WINTER
COURSE TITLE	<i>Introduction to Music</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Workshop		6	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge and skills development (workshop)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English- essays, team projects and essays and personal studying)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
The aim of this course is to introduce students to the multidimensional and multifaceted nature of Music and Music Education. The specific objectives of the workshop are to raise awareness on arts issues and to develop the audiation of the participants through active listening. Through a variety of examples and activities, students can expand their listening environment, be exposed to music genres that might have been unaware of, with the ultimate goal of cultivating their critical ability in terms of artistic creation, and thus, becoming musically intelligent listeners, and generally artistically awakened active individuals. It aims at the overall aesthetic perception of students, the improvement of their expressiveness and

their familiarization with the Arts. Many different genres of music will be heard, from various eras -musicology - and aeras -ethnomusicology – accompanied by related activities.

Upon successful completion of the course, the students:

- will have understood basic concepts and terminology of the scientific field.
- will have listened to and edited various types of music through activities - for example classical, music from other countries, jazz, traditional, etc.
- will have acquired knowledge on the basic features of music - theory, musical instruments, singing, rhythm, sound, structure, etc. - and how to use them creatively.
- will have explored the role of music, and the arts in general, not only as knowledge but as a compositional, contemplative, mental and aesthetic process with alternative perceptions.
- will have reflected and conversed on issues of contemporary musicology.
- will have understood the connective structure of music with the other Arts and Sciences.
- will have further developed aesthetic perception and cultivation.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Search, analysis and synthesis of data and information, using the necessary technologies and other tools

Production of free, creative and inductive thinking

Team work

Criticism and self-criticism

Decision making

Respect for diversity and multiculturalism

Working in an interdisciplinary environment

Production of new artistic and research ideas

Application of knowledge into *praxis*

Exploration, self-exploration and improvisation

SYLLABUS

Week 1 A. Introduction to Active Listening, sources of Sound, Physics of Sounds, Acoustics, characteristics, distinctions, etc. and activities B. Choir/ opera screening/ visit to an artistic venue, etc.

Week 2 A. Music Theory I- musical notes, rhythmic values, language of music and creative activities of consolidation and understanding. B. Choir/ opera screening/ visit to an artistic venue, etc.
Week 3 A. Music Theory II- scales and tonality, harmony in music and its deconstruction, and consolidation and understanding activities B. Choir/ opera screening/ visit to an artistic venue, etc.
Week 4 A. History of Greek Music I- Ancient Greece- Byzantium- Traditional Music and active listening activities, acoustic and kinesthetic perception, etc. B. Choir/ opera screening/ visit to an artistic venue, etc.
Week 5 A. History of Western Music I- Monophony, Polyphony, Baroque- activities of active listening, acoustics, composition etc. B. Choir/ opera screening/ visit to an artistic venue, etc.
Week 6 A. Musical instruments - physics of musical instruments, families, characteristics, types of orchestras - musical examples of integration into education, such as Peter and the Wolf by Prokofiev, Britten's orchestra guide for young people, etc. B. Choir/ opera screening/ visit to an artistic venue, etc.
Week 7 A. History of Western Music II- Classical period, Romanticism, Opera- and activities. B. Choir/ opera screening/ visit to an artistic venue, etc.
Week 8 A. History of Western Music III- the 20th century and contemporary classical creation- activities of acoustic perception and performance creation. B. Choir/ opera screening/ visit to an artistic venue etc.
Week 9 A. Ethnomusicological approaches – The Balkans, the East, Europe – and activities of recognition, listening, movement- dance, etc. B. Choir/ opera screening/ visit to an artistic venue, etc.
Week 10 A. Ethnomusicological approaches - Africa, Oceania, America and activities of recognition, listening, movement- dance, creation of musical instruments, etc. B. Choir/ opera screening/ visit to an artistic venue, etc.
Week 11 A. History of Greek Music II: Greek Art Music - the Ionian School, the National School, 20th and 21st century and activities. B. Choir/ opera screening/ visit to an artistic venue, etc.
Week 12 A. Popular genres and Folk Music and activities B. Choir/ opera screening/ visit to an artistic venue etc.
Week 13 Reflection, conclusions, recapitulation.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching. Use of mobile phones, mp4s, music programs to create and implement activities. Video projection - opera, musicals, compositions - youtube etc. Creation of video clip / work / piece as part of a performance. Presentation of the course using Powerpoint. Support of the learning process through the electronic platforms classweb and moodle.

TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Electronic communication with students.	
	Activity	Semester workload
	Music workshop	78
	Team projects	20
	Educational visits	27
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Course total	125
	The evaluation is in Greek and involves several short workshop projects- both individual and team- and written exams that include open ended, multiple choice, short- answer questions and others.	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography: - e Robinson, J. (2005). <i>Deeper Than Reason. Emotion and its Role in Literature, Music, and Art</i>, London: Clarendon Press. - e Swanwick, K. (1998), <i>Music, Mind and Education</i>. London; New York: Routledge. - e Woodford, P.G. (2005), <i>Democracy and Music Education: Liberalism, Ethics and Politics of Practice</i>, Bloomington: Indiana University - Related academic journals: Journal of Research in Music Education, British Journal of Music Education, International Journal of Music Education, Journal of Aesthetic Education, Music and Child Development

D03 09 Music Education

GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	D03 09	SEMESTER	WINTER AND SPRING
COURSE TITLE	<i>Music Education</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Workshop		6	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge and skills development (workshop)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English- essays, team projects and essays, and personal studying)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> The aim of this course is to develop the creativity and musicality of the participants, which is achieved through the emergence and evaluation of the basic characteristics of the main music education approaches, with reference to their theoretical principles along with their practical application. The specific objectives of the workshop are the active participation in musical practice and the encouragement of participants in the act of 'experience'. Understanding artistic multimodality, highlighting creativity as a pedagogical practice and unschooling knowledge are also at the epicentre of the workshop. Another goal is for the participants to explore the idea that through the Arts learning does not only aim at cognition, but at the same time at the senses, thus leading to a deeper understanding of cultural, political and social

development, as well as to the decoding of the "old", the deconstruction of the "given" and the exploration of the "new". Upon successful completion of the course, the students:

- will have understood basic concepts and terminology of the scientific field of music education.
- will have comprehended the various music education approaches both on a theoretical and practical level.
- will have acquired knowledge on the basic characteristics of the art of music - singing, rhythm, sound, musical instruments, etc. - and how to use them creatively.
- will have succeeded in creating imaginative activities either within an interdisciplinary framework or autonomously.
- will have acquired the ability to assess, evaluate and reshape music education approaches in relation to different pedagogical environments.
- will have understood the conjunctive nature of music with other Arts and Sciences aiming at a wider aesthetic cultivation.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Search, analysis and synthesis of data and information, using the necessary technologies and other tools

Production of free, creative and inductive thinking

Team work

Autonomous work

Criticism and self-criticism

Decision making

Respect for diversity and multiculturalism

Working in an interdisciplinary environment

Production of new artistic and research ideas

Adapting to new situations

Empathy

Application of knowledge into *praxis*

Exploration, self-exploration and improvisation

SYLLABUS

Week 1 i. Introduction to music education: Ancient Greece, Middle Ages, Rousseau, Galin-Paris-Chev , Curwen. ii. Activities for team strengthening, pulse and coordination. B. Choir/ opera screening/ visit to an artistic space, etc.

Week 2 i. Dalcroze's <i>Eurhythmics</i> - ii. Activities that connect the body, mind and ear, based on the method mentioned above. B. Choir/ opera screening/ visit to an artistic space, etc.
Week 3 i. The <i>Orff Schulwerk</i> . ii. Introductory improvisation activities, body percussion, etc. and creation of sound/rhythmic/musical story. B. Choir / opera screening / visit to an artistic space etc.
Week 4 i. The <i>Kodaly method</i> . ii. traditional singing as a way of approaching musical knowledge, rhythmic activities, etc. iii. Choir/ opera screening/ visit to an artistic space, etc.
Week 5. i. Contemporary music-pedagogical trends: the new approach of music education science - Small, Swanwick, MMCP. B. activities that unite music with other Arts. iii. Choir/ opera screening/ visit to an artistic space, etc.
Week 6 i. Paynter's music education approach. ii. Sound-based auditory perception and compositional activities. B. Choir / opera screening / visit to an artistic space etc.
Week 7: A. i. The <i>Praxial Philosophy</i> of D. J. Elliott and activities. B. Choir/ opera screening/ visit to an artistic space, etc.
Week 8. i. Approaches in multicultural and intercultural music education – Campbell, Nketia, Elliott etc. and multimodal musical activities on multiculturalism and interculturalism. B. iii. Choir / opera screening / visit to an artistic space etc.
Week 9 Improvisation as a creative process and activities. B. Choir / opera screening / visit to an artistic space etc.
Week 10 Learning difficulties and the Arts: theoretical directions, approaches and practical applications. B. Choir / opera screening / visit to an artistic space etc.
Week 11-part A: Comparison and correlation of musical approaches and activities. B. Choir / opera screening / visit to an artistic space etc.
Week 12-part B.: Comparison, correlation and creation of micro-approaches. B. Choir/ opera screening/ visit to an artistic space, etc.
Week 13 Reflection, conclusions, recapitulation.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching. Use of mobile phones, mp4s, music programs to create and implement activities. Video projection - opera, musicals, compositions - youtube etc. Creation of video clip / work / piece as part of a performance. Presentation of the course using Powerpoint. Support of the learning process through the electronic platform classweb and moodle. Electronic communication with students.		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching,</i>	Activity	Semester workload	
	Music workshop	78	
	Team project	18	
	Essay writing	18	
	Educational visits	11	

<i>educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The evaluation is in Greek and involves a team workshop project, which is presented in the classroom and a written essay- report.	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- e Campbell, S. C., (2005) *Teaching Music Globally- Experiencing Music, Expressing Culture*, Oxford: Oxford University Press
- e Elliott, D. J., (1995) *Music Matters: A new philosophy of Music Education*, Oxford: Oxford University Press
- e Paynter, J. & Aston, P. (1970). *Sound and Silence: Classroom projects in Creative Music*. Cambridge: Cambridge University Press
- e Swanwick, K., *Musical knowledge Intuition, Analysis, and Music Education*. London; New York: Routledge, 1994.

- Related academic journals:

Approaches, Journal of Research in Music Education, British Journal of Music Education, International Journal of Music Education, Journal of Aesthetic Education, Music and Child Development

D03 13 Theatre for Children and Young Audiences

GENERAL

SCHOOL	FACULTY OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES			
COURSE CODE	D03 13	SEMESTER	
COURSE TITLE	<i>Theatre for Children and Young Audiences</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
Upon successful completion of the course, students will: ➤ Be able to prepare and mediate the reading and viewing of theatrical works addressed to children and young audiences, from the perspective of children as readers and spectators.

➤ Be able to design, implement, and evaluate theatre-in-education activities. ➤ Have acquired familiarity with theatrical texts aimed at children and young audiences. ➤ Have acquired familiarity with performance studies related to this category of theatrical works. ➤ Be able to suggest innovative approaches to theatrical presentation and related pedagogical applications in school.																			
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td>.....</td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td>.....</td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>		<i>Production of new research ideas</i>	<i>Others...</i>		
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>																			
<i>Production of new research ideas</i>	<i>Others...</i>																		
																			
• Directing and interpreting theatrical texts for children. • Organising theatre-in-education activities. • Utilizing theatrical experience in the classroom. • Enrichment of different subject areas (e.g. Grammar, History, etc.) through theatre-in-education activities.																			

SYLLABUS

Elements of Theatre History for children and young audiences, within the broader context of Theatre History. / Elements of Drama Theory. / The individual practical arts of theatre: Theory and application. / Theatrical texts: Selections from the European and Greek repertoire. / Organising theatrical performances for children.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures, educational workshop	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	Activity	Semester workload
	Lectures	39

<i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Educational workshop	61
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>		

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Beauchaup Helene, *Les Enfants et le jeu dramatique*, A. de Boeck (1984) [Greek translation: 1998. *Τα παιδιά και το δραματικό Παιχνίδι. Εξοικείωση με το Θέατρο*, Αθήνα: Τυπωθήτω / Γ. Δάρδανος].

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Grammatas, T., & Tzamargias, T. (2004). *Cultural events at school: Primary and secondary education* [Original work in Greek: *Πολιτιστικές Εκδηλώσεις στο Σχολείο. Πρωτοβάθμια – Δευτεροβάθμια Εκπαίδευση*]. Athens: Atrapos.

Grammatas, T. (Ed.). (2006). *Adaptations of Shakespeare's works for children and young people: Theatre and literature* [Original work in Greek: *Διασκευές έργων του Σαίξπηρ για παιδιά και νέους. Θέατρο – Λογοτεχνία*]. Athens: I. M. Panagiotopoulou Publications.

Grammatas, T. (1996). *Fantasyland: Theatre for children and young audiences* [Original work in Greek: *Fantasyland. Θέατρο για Παιδικό και Νεανικό Κοινό*]. Athens: Typothito.

Grammatas, T. (2004). *Theatre at school: Teaching and implementation methods* [Original work in Greek: *Το Θέατρο στο Σχολείο. Μέθοδοι διδασκαλίας και εφαρμογής*]. Athens: Atrapos.

Grammatas, T. (2007). *The school theatre performance: A guide for educators* [Original work in Greek: Η Σχολική Θεατρική Παράσταση. Οδηγός για εκπαιδευτικούς]. Athens: Atrapos.

Dimaki-Zora, M. (2018). *Theatrical pages: Studies on modern Greek dramaturgy and theatre for young audiences* [Original work in Greek: Θεατρικές σελίδες. Μελέτες για τη νεοελληνική δραματουργία και το θέατρο για κοινό ανήλικων θεατών]. Athens: Herodotos.

Moudatsakis, T. (1994). *The theory of drama in school practice: Theatre games and dramatization* [Original work in Greek: Η θεωρία του δράματος στη σχολική πράξη – το θεατρικό παιχνίδι – η δραματοποίηση]. Athens: Kardamitsa.

Moudatsakis, T. (2005). *Theatre as a practical art in education* [Original work in Greek: Το θέατρο ως πρακτική τέχνη στην εκπαίδευση]. Athens: Exantas.

D03 20 Music, Knowledge and the Act of Creating

GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	D03 20	SEMESTER	WINTER
COURSE TITLE	<i>Music, Knowledge and the Act of Creating</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Workshop		6	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge and skills development (workshop)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English- essays, team projects and essays and personal studying)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes The aim of the course is to introduce students to the essential theoretical and practical understanding of an <i>interdmedial</i> approach, based on the Arts and Music, by integrating music as an active progression in the interdisciplinary process. More specifically, the autonomous and, at the same time, multimodal character of music is indicated as a pedagogical tool in order for the participants- and future teachers- to respond to the diversity, complexity and polymorphism of the modern classroom. The main axes of the course concern the exploration of the role of music in relation to the other arts - theatre, visual arts, literature, dance, performance, etc. -, the familiarization of teachers with the notions of “experiencing” and active participation, as well as the process of creativity with

an emphasis on works that have educational value, for example The Four Seasons, Peter and the Wolf, The Carnival of the Animals and more.

Upon successful completion of the course, the students:

- will have understood basic concepts related to music and *intermediality*.
- will have listened, processed and analyzed various musical and artistic works through activities.
- will be able to distinguish the difference between using Arts as a tool, in relation to equal treatment among subjects.
- will have understood the connecting structure of Music with the other Arts and Sciences.
- will be able to organize and create projects and/or performances with the use of experiential learning and active participation.
- will have acquired aesthetic and musical experiences, strengthening critical and creative thinking and aesthetics.

General Competences

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

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

Search, analysis and synthesis of data and information, using the necessary technologies and other tools

Production of free, creative and inductive thinking

Team work

Criticism and self-criticism

Decision making

Respect for diversity and multiculturalism

Working in an interdisciplinary environment

Production of new artistic and research ideas

Exploration, self-exploration and improvisation

SYLLABUS

Week 1 A. Introduction to the concepts of intermediality, interdisciplinarity, multimodality, project method, teamwork approach, active participation, experiential learning. B. Choir/ opera viewing/ visit to an art space, etc.

Week 2 A. 1st cycle. Music and other Arts I: Music and Theatre, Opera, Musicals, etc. and activities. B. Choir/ opera viewing/ visit to an art space, etc.

Week 3 A. Music and other Arts II- music and literature, poetry set to music, other art forms and activities. B. Choir/ opera viewing/ visit to an art space, etc.

Week 4 A. Music and other Arts III- music and visual arts and activities. B. Choir/ opera viewing/ visit to an art space, etc.
Week 5 A. Music and other Arts IV- music and movement/ dance and activities. B. Choir/ opera viewing/ visit to an art space, etc.
Week 6 A. The concept of performance, cross and inter-medial creation and contemporary approaches, and activities. B. Choir/ opera viewing/ visit to an art space, etc.
Week 7 2 nd cycle- A. Creativity in the classroom I: Vivaldi's The 4 Seasons and activities. B. Choir/ opera viewing/ visit to an art space, etc.
Week 8 A. Creativity in the classroom II: Animals in music, i.e. Saint Saens' The Carnival of the Animals, Prokofiev's Peter and the wolf (and others) and activities B. Choir/ opera screening/ visit to an art space, etc.
Week 9 A. i. Creativity in the classroom III: programmatic music and activities. B. Choir/ opera viewing/ visit to an art space, etc.
Week 10 3 rd cycle- The Composers: A. Mozart-Beethoven in education settings. ii. Interactive presentation of team project team. B. Choir/ opera viewing/ visit to an art space, etc.
Week 11 The Composers: A. Rimsky-Korsakov- Second Viennese School in education settings. Interactive presentation of team project team. B. Choir/ opera viewing/ visit to an art space, etc. Week 12 The Composers: Contemporary trends in the Arts - performance as part of the interdisciplinary/ intermedial approach. ii. Interactive presentation of team projects team. B. Choir/ opera viewing/ visit to an art space, etc.
Week 13 Reflection, conclusions, recapitulation ii. Interactive presentation of team projects.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching. Use of mobile phones, mp4s, music programs to create and implement activities. Video projection - opera, musicals, compositions - youtube etc. Creation of video clip / work / piece as part of a performance. Presentation of the course using Powerpoint. Support of the learning process through the electronic platform classweb and moodle. Electronic communication with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Workshop and Interactive teaching	78
	Team project	30
	Educational visits	17
	Course total	125

STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The evaluation is in Greek and involves several short workshop projects- both individual and team- a public presentation and written essay- report.

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- e Dewey, J. (1934). *Art as Experience*. New York: Minton, Balch & company.
- e Eisner, E. W. (2002). *The Arts and the Creation of Mind*. New Haven: Yale University Press.
- e Gardner, H. (1985). *Frames of mind, the theory of multiple intelligence*. New York: Basic Books
- e Robinson, J. (2005). *Deeper Than Reason. Emotion and its Role in Literature, Music, and Art*, London: Clarendon Press.
- e Swanwick, K. (1998), *Music, Mind and Education*. London; New York: Routledge.
- e Torres, P. & Marriot R. V. (2010) *Handbook of Research on Collaborative Learning Using Concept Mapping*. Information Science Reference: London
- e Woodford, P.G. (2005), *Democracy and Music Education: Liberalism, Ethics and Politics of Practice*, Bloomington: Indiana University

- Related academic journals:

General Music Today, Journal of Research in Music Education, British Journal of Music Education, International Journal of Music Education, Journal of Aesthetic Education, Music and Child Development and others.

D03 26 Body Movement and Interdisciplinary Education: Towards a Polytrropic Approach

GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	D03 26	SEMESTER	SPRING
COURSE TITLE	<i>Body Movement and Interdisciplinary Education: Towards a Polytrropic Approach</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Workshop		6	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialized general knowledge and skills development (workshop)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English- essays, team projects and essays and personal studying)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> The aim of this workshop is to introduce students to physical movement, using it as a key axis in interdisciplinarity, as well as knowledge intertwining. More specific goals include the expansion of awareness on issues concerning Physical and Musical Expression, alongside the use of theatrical, visual and other elements. Through activities, students can expand their kinesthetic, rhythmic and acoustic scope, in order to "embody" knowledge, in which the body - not the mind - is the conscious subject. At the same time, it aims at the overall students' aesthetic perception, improving their expressiveness and familiarizing them with

improvisation and other techniques. Upon successful completion of the course, the students:

- will have understood basic concepts and terminology of the scientific field.
- will be able to process, reformulate and implement activities related to the concept of Body in education.
- will have acquired knowledge on the basic features of Kinetic and Music-kinetic Education, i.e. musical instruments, singing, rhythm, sound, structure, form, genre, etc. - and how to use them creatively.
- will be able to reflect and discuss issues of modern pedagogical frameworks regarding the use of the Arts.
- will have understood the connective structure of physical movement, music, dance with the other Arts and Sciences.
- will be able to create multimodal artistic activities, employing and at the same time evaluating activities, media, tools, theoretical approaches and other issues that arose in the course.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Search, analysis and synthesis of data and information, using the necessary technologies and other tools

Production of free, creative and inductive thinking

Team work

Criticism and self-criticism

Decision making

Respect for diversity and multiculturalism

Working in an interdisciplinary environment

Production of new artistic and research ideas

Connection with others, Empathy

Application of knowledge into *praxis*

Exploration, self-exploration and improvisation

SYLLABUS

Week 1 a. Musical Motor Education I b. Creative Dance I (and creative-interdisciplinary consolidation and comprehension activities).

Week 2 The notions of Intelligence, Environment and Creativity within the artistic framework.
Week 3. Musical Motor Education II b. Creative Dance II (and creative-cross-curricular consolidation and comprehension activities).
Week 4 a. From interdisciplinarity to unified knowledge: theory and practice b. watch dance theater/ dance/ ballet/ performances/ visit to an art space etc.
Week 5 a. Perception of Movement in space (and creative cross-curricular consolidation and comprehension activities) b. watch dance theater/ dance/ ballet/ performances/ visit to an art space etc.
Week 6 a. Body Percussion b. educational musical instruments and their use
Week 7 a. The movement in relation to time and space-time (and creative-interdisciplinary activities) b. watch dance theater/ dance/ ballet/ performances/ visit to an art space etc.
Week 8 and 9 a. Improvisation I and II in the classroom and in practice (and creative-cross-curricular activities for consolidation and understanding) b. watch opera/ dance theater/ dance/ ballet/ performances/ visit to an art space etc.
Week 10 Beyond motor and music-motor skills: expressive movement and sound b. watch dance theater/ dance/ ballet/ performances/ visit to an art space etc.
Week 11 Timing, Dynamics, Intensity, Structure: approaching unification.
Week 12 From movement to Meta- Movement: the Arts as a destination.
Week 13 Reflection, conclusions, recapitulation.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in teaching. - Use of mobile phones, mp4s, music programs to create and implement activities. - Video projection – dance performances, musicals, compositions - youtube etc. - Creation of video clip / work / piece as part of a performance. Presentation of the course using Powerpoint. - Support of the learning process through the electronic platform classweb and moodle. - Electronic communication with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Workshop	78
	Team and individual projects	20
	Educational visits	27
	Course total	125

STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The evaluation is in Greek and involves several short workshop projects- both individual and team- and creation of a team musical, acoustic, kinetic choreography/performance.

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- e Feierabend, J. M. & Kahan, J. (2003). *The book of movement exploration*. Chicago: Gia Publications.
- e Haselbach, B. (1979). *Dance Education: Basic principles and models for nursery and primary school*. London: Schott.
- e Newlove, J. & Dalby, J. (2004). *Laban for all*. London: Nick Hern Books.
- e Schnebly- Black, J. Moore, S. (2003). *The rhythm inside*. Van Nuys, CA: Alfred Publishing Co.

- Related academic journals:

Arts Education Policy Review, Design for Arts in Education, Journal of Research in Music Education, British Journal of Music Education, International Journal of Music Education, Journal of Aesthetic Education, Research in Dance Education.

D03 28 The Pedagogy of Art Work

GENERAL

SCHOOL	FACULTY OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	Graduate		
COURSE CODE	D03 28	SEMESTER	Fall semester
COURSE TITLE	<i>The Pedagogy of Art Work</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Workshop – ppt presentations and videos		6	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Workshop exercise		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes Art, as a result of human creativity and expression, is not limited to the aesthetic or cultural sphere, but is also a powerful tool for learning and development. The workshop "The Pedagogy of Art" seeks to explore the dynamic relationship between art and education, as well as how a work of art can be transformed into a means of knowledge, critical thinking, and personal development. At the same time, it focuses on the dynamics of aesthetic experience and the role of art in the development of creativity, critical thinking, and cultural awareness. Teaching methods that use works of art as opportunities for learning and reflection are examined, while pedagogical strategies integrated into contemporary educational contexts are developed. Theory is combined with practice, with the aim of understanding the role of art in education and personal development. It combines theory with practice, with the aim of understanding the role of art in education and personal

development. Through theoretical analysis, practical exercises, and laboratory applications, the workshop aims to explore the idea that art is not simply an object of study and creative expression, but a living process that can transform both teaching and learning.

Upon successful completion of the course, students will be able to:

- Analyze the form, content, and function of artwork in education.
- Utilize artwork as a means of developing critical and creative thinking.
- Design and implement pedagogical scenarios based on aesthetic experiences.
- Apply active and experiential learning approaches centered on art.
- Cultivate cultural sensitivity and reflection in students.

General Competences

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

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

Upon successful completion of the course, students will be able to:

- Analyze the form, content, and function of artwork in education.
- Utilize artwork as a means of developing critical and creative thinking.
- Design and implement pedagogical scenarios based on aesthetic experiences.
- Apply active and experiential learning approaches centered on art.
- Cultivate cultural sensitivity and reflection in students.

SYLLABUS

Week 1

- Introduction, course presentation (thematic units)

Week 2

- Definition and purpose of art education
- The relationship between art and education: historical and philosophical approach

Week 3

- Art as a means of learning and development

Week 4

- Art as an educational tool
- Analysis of works of art

Week 5

- School environment: Integrating art into educational programs Pedagogical Applications

Week 6

- Non-formal education: Museums, workshops, community initiatives

Week 7 • Accessibility and intercultural education through art Week 8 • The creative process and the pedagogy of creativity • Creative workshops (painting, sculpture, digital art, etc.) Week 9 • Qualitative and quantitative research in art pedagogy Week 10 • Designing educational activities based on works of art Week 11 • Teaching simulations using art Week 12 • Interpretive approaches: from aesthetic experience to critical thinking Week 13 • The digital age: Art and new technologies in education

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Practical exercises—discussion, demonstration of visual tools, guided practice, reflection.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	• Use of ICT in Workshop Training • Use of ICT in Communication with Students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Workshop Exercise	78 hours
	Seminars	5 hours
	Artistic Workshop	5 hours
	Educational visits and attendance at conferences/seminars/events/workshops/exhibitions	9 hours
	Exams (presentation of visual arts projects)	3 hours
	Workshop Exercise	78 hours
	Seminars	5 hours
	Artistic Workshop	5 hours
	Educational visits and attendance at conferences/seminars/events/workshops/exhibitions	9 hours
	Course total	100 hours

STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The assessment is based on: • the visual arts activities created in each course (sketchbook, individual portfolio) • additional theoretical assignments (e.g., lesson plans and teaching strategies, educational scenarios)

ATTACHED BIBLIOGRAPHY

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- Bratitsis, Th., Melliou, K., Kalamatianou, M., & Fatseas, P. (2023). *Erga(lei) technis sti scholiki taxi: Entechni didaskalia kai mathisi* [Art tools in the classroom: Artistic teaching and learning] [Graduate handbook]. Kallipos, Open Academic Editions.
<https://doi.org/10.57713/kallipos-245>
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- Kokkos, A. (2011). *Ekpaidefsi mesa apo tis technes* [Education through the arts]. Metaichmio.
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- Mouriki, A. (2003). *Metamorfōseis tis aisthithikis* [Transformations of aesthetics]. Nefeli.
- Perkins, D. (1994). *The intelligent eye: Learning to think by looking at art*. Getty Education Institute for the Arts.
- Phillips, N., & Fragoulis, I. (2012). The use of art in the teaching practice for developing communication skills in adults. *International Education Studies*, 2, 132–138.
- Sakellariou, M. (2014). *To ergo technis sto nipiagogeio kai sto dimotiko scholeio: Mia dimiourgiki proseggisi* [The artwork in kindergarten and elementary school: A creative approach]. Pedio.

D03 29 Art and Transdisciplinary Approaches in Education

GENERAL

SCHOOL	FACULTY OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDIES	Graduate		
COURSE CODE	D03 29	SEMESTER	Spring
COURSE TITLE	<i>Art and Transdisciplinary Approaches in Education</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Workshop – ppt presentations and videos		6	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Workshop exercise		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
The workshop aims to explore and utilize art as a tool for connecting and utilizing different cognitive subjects in the context of educational practice. Through theoretical references, experiential activities, and laboratory applications, students are encouraged to redefine art not only as an autonomous field of knowledge, but also as a powerful and connective means of creating, understanding, and expressing knowledge. The workshop focuses on various forms of visual expression and examines their dynamics in transdisciplinary learning environments. At the same time, it introduces students to theoretical frameworks (interdisciplinarity, multiliteracies, aesthetic education) and educational practices that encourage creativity, discovery learning, and experiential engagement of students. Through practical exercises, planning, and implementation of educational activities, the course

cultivates creativity, critical thinking, collaboration, and reflective practice. Particular emphasis is placed on the design and implementation of educational scenarios and activities that promote the connection of art with subjects such as history, natural sciences, mathematics, language, and environmental education. Through group works, visual arts creations, reflective multimodal diaries, interdisciplinary projects, and micro-teaching, students develop skills in collaboration, research and creative thinking, as well as reflective practice, preparing them to act as facilitators of a multisensory and holistic educational process.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Upon successful completion of the course, students will be able to:

- Understand the theoretical basis of transdisciplinary research and educational approaches.
- Connect art with other cognitive subjects with the aim of creating meaning.
- Create visual artworks with interdisciplinary implications.
- Design transdisciplinary and research activities centered on art.
- Use creative and experiential techniques in teaching.
- Develop a research and reflective attitude as educators.
- Apply active and experiential learning approaches centered on art.

SYLLABUS

Week 1

- Introduction, course presentation (thematic units)

Week 2

- Art and science as creative processes of expression and research

Week 3

- The aesthetic aspect of science: Using art in interdisciplinary approaches to knowledge

Week 4

- Art and science: Modern educational approaches

Week 5

- Art-based research methodologies

Week 6

- Natural sciences and art

• Examples of important scientists who were also artists.
Week 8
• Visual arts creations with interdisciplinary and research implications
9th Week
• Visual arts creations with interdisciplinary and research implications
10th Week
• Visual arts creations with interdisciplinary and research implications
11th Week
• Visual arts creations with interdisciplinary and research implications
12th Week
• Visual arts creations with interdisciplinary and research implications
13th Week
• Presentation of visual arts creations and educational projects

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Practical exercises—discussion, demonstration of visual tools, guided practice, reflection.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	• Use of ICT in Workshop Training • Use of ICT in Communication with Students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Workshop Exercise	78 hours
	Seminars	5 hours
	Artistic Workshop	5 hours
	Educational visits and attendance at conferences/seminars/events/workshops/exhibitions	9 hours
	Exams (presentation of visual arts projects)	3 hours
	Workshop Exercise	78 hours
	Seminars	5 hours
	Artistic Workshop	5 hours
	Educational visits and attendance at conferences/seminars/events/workshops/exhibitions	9 hours
	Course total	100 hours

STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The assessment is based on: • the visual arts activities created in each course (sketchbook, individual portfolio) • additional theoretical assignments (e.g., lesson plans and teaching strategies, educational scenarios)

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Grammatikakis, G. (2012). *Epistimi & techni: Dyo paralliloi sygklinoun* [Science & art: Two converging parallels]. In *Symposium: Science and Art. Their Meeting Through Time: The 4th Dimension*. Hellenic Physicists Society & Harokopio University. <https://enlogois.gr/lectures/giorgos-grammatikakis-epistimi-techni>

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D04 Sociology

D04 07 Teaching Methodology of Social Studies in Primary School

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D04 07	SEMESTER	All
COURSE TITLE	<i>Teaching Methodology of Social Studies in Primary School</i>		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
lectures		3hours per week (13 weeks)	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Introductory		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes
The course addresses the Cognitive Domain of Social Studies, an “umbrella” term that includes the following subject areas in Primary School: <i>We and the World</i>, History, Geography, Environmental Studies, Social and Civic Education, Sexuality Education, etc. Social Studies constitute the scientific findings of the Social Sciences placed at the service of teaching practice. Upon successful completion of the course, the student will be able to: • Understand the natural world, the causal relationships between phenomena, the unlimited consumer desires of humans and the limited capacity of nature to satisfy them (contrast between needs and wants), the need for a symbiotic relationship with the environment, and the development of ecological awareness. • Understand society, its structures and functions, its institutions and agencies, social roles, and the formation of social consciousness. • Articulate coherent and well-substantiated discourse.

• Be able to examine their own beliefs and be able to distance themselves from the emotional parameters of issues.
General Competences
• Search, analysis, and synthesis of data and information • Decision-making • Independent work

SYLLABUS

• Natural world – Needs and wants – Environment, ecological awareness • Society: structures, institutions • Social Studies and teaching practice

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-Face: In class	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Online communication with students e-learning platform Classweb	
TEACHING METHODS	Activity	Semester workload
	13 lectures	39 hours
	Short essays	20 hours
	Independent study	41 hours
	Course total	100 hours
STUDENT PERFORMANCE EVALUATION	Final written examination	

ATTACHED BIBLIOGRAPHY

Κουλουμπαρίτση, Αλεξάνδρα. 2003. <i>Η κατανόηση στο αναλυτικό πρόγραμμα στα σχολικά βιβλία και στη διδακτική πράξη: Συστημική συσχέτιση και αξιολόγηση</i>. Αθήνα: Γρηγόρης. Joyce Br., Weil M., Calhoun, Em. 2009. <i>Διδακτική Μεθοδολογία – Διδακτικά μοντέλα</i>. Αθήνα: Έλλην.

D04 09 The Relationship between Religion and Science: Social, Political and Educational Dimensions

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D04 09	SEMESTER	No restriction
COURSE TITLE	<i>The Relationship between Religion and Science: Social, Political and Educational Dimensions</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3 (×13)	4
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific area (Elective)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (with an assignment in English and personal study)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes
General Competences
• Search, analysis, and synthesis of data. • Respect for diversity. • Sensitivity to gender issues. • Promotion of free and critical thinking.

SYLLABUS

The course covers the following topics: • Introduction: Religion and Science – conceptual clarifications, historical context, pedagogical significance. • The Galileo case: conflict between scientific and theological authority in early modernity.

- **Darwin and the theory of evolution:** reactions of Churches, social and educational implications.
- **Cosmology and the Big Bang:** dialogues between theology and science on the origin of the universe.
- **Contemporary challenges:** bioethics, climate crisis, artificial intelligence, the use of science in religious discourse.
- **Religion, gender, and science:** “natural” arguments and the instrumentalization of science.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face to face in the classroom.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of laptop and projector during lectures. • Support of the learning process through PowerPoint presentations and videos. • Use of the department’s e-learning platform for uploading presentations and relevant materials. • Use of email for distance communication and collaboration with students.	
TEACHING METHODS	Activity	Semester workload
	Lectures	3 (×13) hours = 39 hours ECTS 1.56
	Independent study and literature analysis related to the course topic	61 hours ECTS 2.44
	Course total	100 hours ECTS 4
STUDENT PERFORMANCE EVALUATION	Final written examination (100% of the final grade) in Greek, with the possibility of using notes. • Short-answer questions • Essay/critical thinking questions (70% of the grade) Minimum passing grade: FIVE (5)	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

HEDLEY BROOKE JOHN, *Επιστήμη και Θρησκεία: Μια ιστορική προσέγγιση*, μτφρ. Β. Βακάκη, εκδ. Πανεπιστημιακές Εκδόσεις Κρήτης, 2008. Κωδικός Βιβλίου στον Εύδοξο: 488

Peter J. Bowler, Iwan Rhys Morus, *Η ιστορία της νεότερης επιστήμης: Μια επισκόπηση*, μτφρ. Β. Σπυροπούλου, εκδ. Πανεπιστημιακές Εκδόσεις Κρήτης, 2022. Κωδικός Βιβλίου στον Εύδοξο: 112697879

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- Μακρίδης, Βασίλειος Ν. 2001. «Όρθόδοξη Έκκλησία και Διαφωτισμός στη νεότερη Ελλάδα: θρησκευτικές ιδεολογικοποιήσεις μιᾶς αντιπαράθεσης», *Ίστωρ* 12, σσ. 157-188.
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- Νικολαΐδης, Ευθύμιος, 2018. *Επιστήμες και Ορθοδοξία: Από τους Έλληνες Πατέρες στην Εποχή της Παγκοσμιοποίησης*. εκδ. Προπομπός.
- Clayton, Philip (ed). 2009. *The Oxford Handbook of Religion and Science*. Oxford University Press.
- Haag, James W., Gregory R. Peterson, Michael L. Spezio (ed) 2013. *The Routledge Companion to Religion and Science*. Routledge.
- Haraway, Donna. 1989. *Primate Visions: Gender, Race, and Nature in the World of Modern Science*. London: Routledge.
- Kitromilides P. M. (ed.). 2016. *Enlightenment and Religion in the Orthodox World*, Oxford.
- Loumagne Ulishney, Megan. 2022 *Gender as Context in Science and Religion: 'Natural' Sexual Difference as a Case Study*. *Philosophy, Theology and the Sciences* 9/2, pp. 151-172.
- Sollereder, B., & McGrath, A. (Eds.). (2022). *Emerging Voices in Science and Theology: Contributions by Young Women* (1st ed.). Routledge.
<https://doi.org/10.4324/9781003251446>
- *Related academic journals:*
- Philosophy, Theology and the Sciences (PTSc)
- Theology and Science
- The British Journal for the History of Science

D05 History

D05 02 Ancient Greek History (and its Reception in Modern Times)

GENERAL

SCHOOL	School of Educational Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D05 02	SEMESTER	Winter-Summer
COURSE TITLE	<i>Ancient Greek History (and its Reception in Modern Times)</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Video Presentations.		3	4
The course is delivered through 13 weekly lectures of 3 hours each (total 39 contact hours). Credits are awarded for the course as a whole.			
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background (Compulsory Elective Course)		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU109/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
Upon successful completion of the course, students will be able to: • recognise the important historical events of the period under examination and

knows key milestones of ancient history (mainly Greek) that have influenced and continue to influence global thought.

- distinguish the causes from the triggers of historical events.
- classify historical events based on their significance and their social and political impact.
- discover and understand the relationship between Greek antiquity and the modern Greek state, as well as the tendency of modern Greeks to connect with the ancient past within the framework of shaping national identity.
- identify and explain the reception of antiquity in more recent times.
- develop his/her critical thinking and reflects on ancient history and its importance in our contemporary era.
- understand that ancient history is part of the broader European context and that the European Enlightenment has its roots in the classical era.
- analyse and evaluate a historical source and to combine and compare different sources.
- approach history with a different perspective, draws conclusions regarding specific historical events, and can relate them to everyday life within the framework of an interdisciplinary approach.
- be capable of teaching this particular historical unit at school.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

General Competences (EQF Level 6):

- General historical knowledge.
- Exercise of critical thinking and self-criticism.
- Promotion of creative thinking.
- Decision making.
- Independent work.
- Analysis and synthesis of data.

SYLLABUS

This course examines, following a brief overview of Prehistory, the chronological periods constituting Ancient Greek History, specifically the “Homeric Age” (1100–750 BCE), the “Archaic Age” (750–480 BCE), and primarily the “Classical Age” (479–323 BCE). Furthermore, attention is given to the subsequent eras leading up to the Roman conquest of the Greek territories. Key historical milestones are emphasised, including the Persian Wars, the Peloponnesian War, and the campaign of Alexander the Great. The course also addresses aspects of both public and private life in Ancient Greece, the Athenian

democracy, the status of women in Ancient Greek society, Ancient Greek religion and its relationship with Christianity, as well as the broader cultural legacy of the Ancient Greek world.

In addition, significant focus is placed on the reception of Ancient Greek History in modern times, particularly the self-perception of modern Greeks in relation to their ancient predecessors, and the image constructed by Europeans about them. This is reflected in contemporary literary production, architectural movements such as Neoclassicism, and the art and material culture of the period. Within the context of investigating the relationship between Ancient and Modern Greece, the emergence of official Greek historiography is explored, with Konstantinos Paparrigopoulos recognised as its foremost representative.

Weekly schedule:

Lesson 1: Introduction – Course presentation (thematic units and bibliography).

Lesson 2: Prehistory.

Lesson 3: Homeric Age.

Lesson 4: Archaic Age – Ancient political systems – First and Second Colonisation (comparative study).

Lesson 5: Persian Wars.

Lesson 6: Classical Age – Athenian Hegemony – Peloponnesian War – Spartan Hegemony – Theban Hegemony.

Lesson 7: The Kingdom of Macedonia – Philip II and Alexander the Great.

Lesson 8: The Campaign of Alexander the Great.

Lesson 9: Hellenistic Period – The rise of Rome – Greece during the Roman conquest – Public and private life of the Ancient Greeks.

Lesson 10: The Reception of Antiquity in Modern Times: Historiography – Falmerayer and Paparrigopoulos

Lesson 11: The Reception of Antiquity in Modern Times: Literature, Arts, and Material Culture

Lesson 12: Analysis of Historical Sources (ancient sources and bibliographic references)

Lesson 13: Review – Conclusions – Summary

(As part of the course, educational field trips to historical sites and museums are conducted).

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	PowerPoint presentations and videos. Support of the learning process through the electronic platform Classweb and the corresponding platform at https://eclass.edc.uoc.gr/ . Electronic communication with students.		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop,</i>	Activity	Semester workload	ECTS
	Lectures	39	1.56
	Essay writing	20	0.8

<i>interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Independent Study / Reading	41	1.64
	Course total	100	4
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Methods of Evaluation: Final written examination (constituting 100% of the final grade), with consideration of voluntary supplementary work (grade bonus of 10% added to the final grade, provided that the student achieves a passing mark of 50% in the written exam). The exam includes matching questions, essay questions, and historical analysis of primary sources. The students' critical thinking skills are also taken into account in the overall assessment.		

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For Ancient Greek History:

Walter Burkert, *The Orientalising Revolution: Near Eastern Influence on Greek Culture in the Early Archaic Age*, Cambridge, Massachusetts: Harvard University Press 1998.

John B. Bury, *The Ancient Greek Historians* (Harvard lectures), London: Palgrave Macmillan 1909.

John B. Bury, Russell Meiggs, *A History of Greece*, London: Palgrave Macmillan 1977.

Elaine Fantham, Helene P. Foley, Natalie B. Kampen, Sarah B. Pomeroy, Harvey. A. Shapiro, *Women in the Classical World: Image and Text*, Oxford: Oxford University Press 1994.

Cynthia Farrar, *The Origins of Democratic Thinking: The Invention of Politics in Classical Athens*, Cambridge University Press, 2009.

Robert Flaceliere, *Daily Life in Greece at the Time of Pericles*, London: Weidenfeld & Nicolson History 2002.

Bobodzhani Gafurov, Dimitris Tsiboukidis, *Αλέξανδρος ο Μακεδών και η Ανατολή* [Alexander the Macedonian and the East], Athens: Papadimas Publications 2003.

Georgia Kokkorou Alevra, *Η τέχνη της αρχαίας Ελλάδας. Σύνοψη ιστορία 1050-50 π.Χ.*, [The Art of Ancient Greece: A Brief History, 1050–50 BC], Athens: Karadamitsa Publications 2011.

Alexandros Koffa, Anna Strataridaki, *Ο Μέγας Αλέξανδρος και το εκπαιδευτικό του έργο: Ιστορική και παιδαγωγική θεώρηση*, [Alexander the Great and His Civilizing Mission: A Historical and Pedagogical Perspective], Athens: Grigoris Publications 1997.

Dimitris I. Kyrtatas, *Η ελληνική αρχαιότητα: πόλεμος – πολιτική – πολιτισμός* [Greek Antiquity: War – Politics – Civilization], Athens: Stavros Niarchos Foundation & Institute for Neohellenic Studies 2010.

Mary R. Lefkowitz, Guy MacLean Rogers, *Black Athena Revisited*, Chapel Hill, North Carolina: University of North Carolina Press 1996.

Pierre Lévêque, *Ο ελληνιστικός κόσμος* [The Hellenistic World], Athens: Metaxmio Publications 2003.

Errington Malcolm, *A History of the Hellenistic World: 323 - 30 BC*, Hoboken, New Jersey: Wiley-Blackwell 2011.

Antonis Mastrapas, *Η ιστορία του αρχαίου κόσμου και οι πηγές της* [The History of the Ancient World and Its Primary Sources], Athens: Patakis Publications 2003.

Claude Mosse, Annie Schnapp Gourbeillon, *Επίτομη ιστορία της αρχαίας Ελλάδας* [A Concise History of Ancient Greece], Athens: Papadimas Publications 2005.

Claude Mosse, *Αθήνα: Ιστορία μιας δημοκρατίας. Από τις αρχές ως τη μακεδονική κατάκτηση* [Athens: History of a Democracy: From Its Beginnings to the Macedonian Conquest], Athens: National Bank of Greece Cultural Foundation 1983.

Martin P. Nilsson, *A History of Greek Religion*, New York: W. W. Norton & Company 1964.

Peter J. Rhodes, *A Short History of Ancient Greece*, London: Bloomsbury Academic 2019.

Wolfgang Schuller, *Ιστορία της αρχαίας Ελλάδας* [History of Ancient Greece], Athens: National Bank of Greece Cultural Foundation 1999.

Georgios Steinhauer, *Ιστορική γεωγραφία του αρχαίου κόσμου* [Historical Geography of the Ancient World], Athens: Papadimas 2009.

For the reception of Ancient Greek History in Modern Times:

Claude Mosse, *Μικρή ιστορία της Αθηναϊκής Δημοκρατίας και η πρόσληψή της στους αιώνες* [A Short History of the Athenian Democracy and its Reception over the Centuries], Athens: Patakis Publications 2015.

Richard Clogg, *A Concise History of Greece*, Cambridge: Cambridge University Press 2021.

Jacob-Philip Fallmerayer, *Περί της καταγωγής των σημερινών Ελλήνων* [On the Origin of the Modern Greeks], Athens: Nefeli Publications 1984.

Dimitrios Stamatopoulos, *Το Βυζάντιο μετά το έθνος: Το πρόβλημα της συνέχειας στις βαλκανικές ιστοριογραφίες* [Byzantium after the Nation: The Problem of Continuity in Balkan Historiographies], Athens: Alexandria 2009.

Arnold Joseph Toynbee, *Greeks and Their Heritages*, Oxford: Oxford University Press, 1981.

Apostolos Vakalopoulos, *Νέα ελληνική ιστορία. Από το 1204 έως τις αρχές του 21ου αιώνα* [Modern Greek History. From 1204 to the early 21st century], Athens: Herodotos Publications 2020.

Digital Sources:

[http://www.greek-](http://www.greek-language.gr/greekLang/ancient_greek/bibliographies/guides/sections/%20page_007.html)

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https://link.springer.com/chapter/10.1007/978-3-319-90382-8_17

D05 03 Medieval History (from the foundation of New Rome to the emergence of the Modern and Contemporary Hellenism)

GENERAL

SCHOOL	School of Educational Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D05 03	SEMESTER	1st
COURSE TITLE	<i>Medieval History (from the foundation of New Rome to the emergence of the Modern and Contemporary Hellenism)</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Video Presentations		3	4
The course is delivered through 13 weekly lectures of 3 hours each (total 39 contact hours). Credits are awarded for the course as a whole.			
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background (Compulsory Elective Course)		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/157/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
Upon successful completion of the course, students will be able to: recognise significant historical events of the period under study and identify key milestones of Medieval History, particularly Byzantine History, which have

influenced and continue to influence global thought.

- distinguish between the underlying causes and immediate triggers of historical events.
- develop critical thinking skills and engage in reflective inquiry regarding Medieval History and its relevance to the contemporary era, uncovering the connections between the two.
- comprehend the relationship between the Medieval West and the Medieval East.
- understand the role of religion (e.g., Christianity and Islam) in political, military, territorial, and social developments during the period.
- grasp the importance of the late medieval era in the emergence of Modern Hellenism and integrate scholarly perspectives on this issue.
- appreciate that Byzantine History is an integral part of the broader European Medieval context and be able to elucidate their interrelations.
- analyse and interpret historical sources and critically compare different types of sources.
- approach history with a renewed perspective, linking it to everyday life through an interdisciplinary approach.
- demonstrate the ability to effectively teach this specific historical period at the school level.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

General Competences (EQF Level 6):

- General historical knowledge.
- Development of critical thinking and self-reflection
- Promotion of creative thinking.
- Decision-making skills.
- Independent work.
- Data analysis and synthesis.

SYLLABUS

This course examines the period of Medieval History, focusing on the concept of the “Middle Ages” and the role of Christianity in both the East and the West. Emphasis is placed on the Eastern Roman state, the “Byzantine Empire,” from the foundation of New Rome—Constantinople—to the emergence of Modern and Contemporary Hellenism.

The course covers the establishment of Christianity, the reign of Emperor Constantine and the First Ecumenical Council, through to Emperor Theodosius and Justinian. It explores the role of religion (Christianity and later Islam) in the daily lives of people, politics, and

international relations. Particular attention is given to the “Hellenisation” of the vast multinational Byzantine Empire, a process that essentially began under Emperor Heraclius (610–641), as well as the Ecumenical Councils, Iconoclasm, the Great Schism of the Churches, and the role of the Inquisition in the West, alongside the concepts of “Caesaropapism” and “Papal Caesaropapism.”

Additionally, the course highlights population movements, external threats faced by Byzantium and the West, the Sack of Constantinople in 1204 by the Crusaders, and its Fall in 1453 to the Ottoman Turks.

The curriculum also covers literature and the arts, as well as monuments of material culture from the period (e.g., the Hagia Sophia), the everyday life of medieval people, social classes and conflicts, the economy, trade, politics, and diseases (plagues) that decimated the European population—especially in the West.

A key focus is the effort to approach the medieval period not as a “Dark Age,” but as an important and dynamic era in World History that influenced subsequent historical developments and transformations.

Regarding Greek History, the late medieval phase led to the substantive Hellenisation of the Byzantine Empire, which through social and political transformations gave rise to Modern and Contemporary Hellenism. This includes a particular examination of the terms “Hellenes,” “Graikos,” and “Romios.”

(Duration: 13 weeks)

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	PowerPoint presentations and videos. Support of the learning process through the electronic platform Classweb and the corresponding platform at https://eclass.edc.uoc.gr/ . Electronic communication with students.		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload	ECTS
	Lectures	39	1.56
	Essay writing	20	0.8
	Independent Study / Reading	41	1.64
	Course total	100	4
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical</i>	Methods of Evaluation: Final written examination (100% of the final grade), with consideration of an optional supplementary assignment (providing a 10% bonus to the final grade, provided the student achieves a passing mark of 50% in the written exam).		

examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	The exam includes matching questions, essay questions, and historical source analysis. Students' critical thinking skills are also taken into account.

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D05 04 European and Greek Modern History

GENERAL

SCHOOL	School of Educational Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D05 04	SEMESTER	Winter-Summer
COURSE TITLE	<i>European and Greek Modern History</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Video Presentations		3	4 ECTS
The course is delivered through 13 weekly lectures of 3 hours each (total 39 contact hours). Credits are awarded for the course as a whole.			
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background (Compulsory Elective Course)		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/157/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
Upon successful completion of the course, students will be able to: - demonstrate comprehensive knowledge of the main events and periods of modern Greek and European history. - apply critical thinking and analytical skills to historical interpretation.

- exhibit an introductory ability to study, assess, and interpret historical sources.
- connect and evaluate events of modern Greek history within the broader European and global historical context.
- conduct historical comparisons to identify relationships and patterns between local and international developments.
- communicate historical knowledge and interpretations clearly, using appropriate academic conventions.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

General Competences (EQF Level 6):

- Application of acquired knowledge in practical contexts.
- Independent work and initiative in learning.
- Effective teamwork and collaboration.
- Respect for diversity and multicultural perspectives.
- Critical and self-reflective thinking.
- Promotion of creative, free, and inductive reasoning.
- Awareness and respect for the natural environment.
- Social, professional, and ethical responsibility, including gender sensitivity.

SYLLABUS

The lectures cover the following thematic areas:

Lesson 1: From the Middle Ages to Modernity

Focus 1: Introduction to the concept of modernity.

Focus 2: The Renaissance.

Focus 3: Religious crisis in Christian Europe – The rise of Protestantism.

Lesson 2: The Discovery of the New World

Focus 1: Scientific and technological achievements of the early modern period.

Focus 2: The discovery of the New World and the creation of the first European colonies.

Focus 3: Europe's supremacy in comparison to the rest of the world.

Focus 4: Economic consequences of the discoveries in Europe – The development of capitalism.

Lesson 3: Absolute Monarchy and the Emergence of the First Centralised States

Focus1: The centralised state as a historical phenomenon.

Focus 2: Absolute monarchy: sources of power and characteristics.

Focus 3: The English exception: Elizabeth, Cromwell, and the English Civil War.

Focus 4: The wars of the 17th and 18th centuries and their significance for absolute monarchy.

Lesson 4: Europe and the Ottoman Empire

Focus 1: The rise and expansion of the Ottoman Empire.

Focus 2: Hellenism under Venetian and Ottoman rule.

5. From the Early Modern to the Modern Europe

Focus 1: Core principles of the Enlightenment.

Focus 2: Enlightened Despotism.

Focus 3: The French Revolution.

Focus 4: The Greek Enlightenment.

Focus 5: The Industrial Revolution.

6. Nations and Nationalism

Focus 1: Introduction to the fundamental concepts and theories of nationalism.

Focus 2: The emergence of national movements in the Balkans: The Greek and Serbian Revolutions.

7. Europe in the 19th Century

Focus 1: The European order after the Napoleonic Wars.

Focus 2: 1848 and the “Springtime of the Peoples.”

Focus 3: Ideologies during the 19th century (conservatism, liberalism, romanticism, socialism).

Focus 4: Italian and German unification..

Focus5: European expansion and imperialism.

8. Efforts Toward Political, Social, and Economic Modernisation in 19th-Century Greece

Focus 1: The evolution of political parties in the 19th century.

Focus 2: A brief overview of constitutional history during the 19th century.

Focus 3: Economic challenges of the newly established Greek state (e.g., the Agrarian Question, external debts).

9. National Liberation Struggles and Territorial Expansions of 19th-Century Greece

Focus 1: The territorial acquisitions of the 19th century.

Focus 2: The Cretan Question.

Focus 3: The Greek state as part of Balkan history – The Macedonian Question.

10. The Height of European Rivalries and the First World War

Focus 1: Overview of European rivalries and the formation of the two alliances.

Focus 2: The Balkan Wars.

Focus 3: The First World War in Europe.

Focus 4: Greece during the First World War and the National Schism.

11. The Interwar Period in Europe

Focus 1: The new European reality after the First World War – Problems surrounding the peace treaties.

Focus 2: The consequences of the October Revolution in Europe.

Focus 3: The impact of the economic crisis on Europe.

Focus 4: The rise and development of fascism in Europe.
Focus 5: The Western democracies.
Focus 6: The Spanish Civil War.
12. The Interwar Period in Greece
Focus 1: Overview of Greece's political history during the Interwar period.
Focus 2: Greek foreign policy during the Interwar years.
Focus 3: The refugee issue.
Focus 4: Greek society and economy during the Interwar period.
13. Europe and Greece during the Second World War
Europe during the Second World War.
Greece's diplomatic and military trajectory during the Second World War.
Focus 3: The triple occupation of Greece.
Focus 4: Course review – Questions – Examination discussion.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Communication with students, e-learning		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload	ECTS
	Lectures	39	1.56
	Film Screenings / Historical Documentaries	20	0.8
	Independent Study / Reading	41	1.64
	Course total	100	4
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Methods of Evaluation: For regular students: closed-ended questions including matching exercises, multiple-choice questions, map chronology exercises, and True/False questions. For Erasmus students: one essay of 5,000–6,000 words (excluding bibliography) in English. The topic will be determined following discussion with the instructor.		

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D05 05 Modern and Contemporary Greek and European History

GENERAL

SCHOOL	School of Educational Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D05 05	SEMESTER	Winter-Summer
COURSE TITLE	<i>Modern and Contemporary Greek and European History</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Video Presentations.		3	4
The course is delivered through 13 weekly lectures of 3 hours each (total 39 contact hours). Credits are awarded for the course as a whole.			
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background (Compulsory Elective Course)		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU113/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> Upon successful completion of the course, students will be able to: • recognise significant historical events of the examined period and is familiar with the key milestones of Modern Greek and European history (primarily Greek) that have influenced and continue to influence global thought.

- distinguish causes from immediate triggers of historical events.
- classify historical events based on their significance and their social and political impact.
- develop critical thinking and reflects on modern history and its relevance to the present.
- understand that modern Greek history cannot be studied in isolation from the broader European context.
- appreciate the connection between modern history and our daily lives.
- analyse a historical source and can combine and compare different sources.
- approach history with a fresh perspective, draws conclusions regarding specific historical events, and is able to relate them to contemporary daily life within the framework of interdisciplinarity.
- teach this particular historical unit in school.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

General Competences (EQF Level 6):

- General historical knowledge.
- Exercise of critical thinking and self-reflection.
- Promotion of creative thinking.
- Decision-making.
- Independent work.
- Data analysis and synthesis.

SYLLABUS

The course focuses on the period of modern history, both Greek and European, from approximately the mid-20th century to the early 21st century. Particular emphasis is placed on the interwar period and World War II, the occupation period, as well as the liberation of Greece and Europe from the Axis powers. Additionally, there is extensive reference to the Greek Civil War within the context of the Cold War; furthermore, the post-war Greece and Europe, ideological and social tensions in Greece and Europe, the dictatorship period in Greece, the Cyprus issue, the Turkish invasion of Cyprus, the restoration of democracy, internal political and economic developments, social transformation, and the role of Greece and Cyprus in the unified Europe (EEC, EU) are covered. The lectures conclude with a presentation of the 2004 Olympic Games. Finally, the course briefly presents intellectual and

artistic movements and aspects of material culture in the Greek and European contexts during this period.

Weekly schedule:

Lesson 1: Introduction – Course presentation (topics and bibliography).

Lesson 2: Interwar Period – the rise of Nazism and Fascism.

Lesson 3: World War II: Causes and immediate triggers.

Lesson 4: Greece during World War II. Greco-Italian War, Nazi invasion, Battle of Crete.

Lesson 5: Occupation and Resistance in Greece and Europe

Lesson 6: Defeat of the Axis Powers – The atomic bomb – The Cold War

Lesson 7: Post-war period in Greece and Europe

Lesson 8: The dictatorship in Greece (1967-1974) – The Polytechnic uprising

Lesson 9: The Turkish invasion of Cyprus – Restoration of democracy in Greece.

Lesson 10: Post-war period in Greece and Europe (continued).

Lesson 11: Greece and Cyprus in the unified Europe – Euro – 2004 Olympic Games

Lesson 12: Analysis of historical sources.

Lesson 13: Review – Conclusions.

Note: Educational field trips to historical sites and museums are organised as part of the course.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	PowerPoint presentations and videos. Support of the learning process through the electronic platform Classweb and the corresponding platform at https://eclass.edc.uoc.gr/ . Electronic communication with students.		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload	ECTS
	Lectures	39	1.56
	Essay writing	20	0.8
	Independent Study / Reading	41	1.64
	Course total	100	4
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	Methods of Evaluation: Final written examination (100% of the final grade), with the option of an additional voluntary assignment that may contribute a bonus of up to 10% to the final grade, provided that the student has achieved at least 50% (pass mark) in the written exam.		

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	The examination includes: Matching questions, essay-type (development) questions, analysis of historical sources. Students' critical thinking skills are also taken into consideration in the overall assessment.

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D05 09 Modern and Contemporary History through Literature and Cinema

GENERAL

SCHOOL	School of Educational Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D05 09	SEMESTER	Winter
COURSE TITLE	<i>Modern and Contemporary History through Literature and Cinema</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Video Presentations		3	5 ECTS
The course is delivered through 13 weekly lectures of 3 hours each (total 39 contact hours). Credits are awarded for the course as a whole.			
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background (Compulsory Elective Course)		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/158/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
Upon successful completion of the course, students will be able to: • demonstrate familiarity with academic writing and research methodologies. • acquire knowledge of key events and periods in modern and contemporary history. • understand the relationship between historical narratives and literary or cinematic expression.

- examine how literature and film depict, represent, or interpret historical events.
- develop critical thinking through the comparison of historical events with their artistic representations.
- comprehend the complexity of historical reality and its interpretation across different media.
- formulate research questions and draw informed conclusions.
- enhance teamwork and collaborative skills through discussion, exchange of perspectives, and joint analysis of works.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

General Competences (EQF Level 6):

- Application of acquired knowledge in practical contexts.
- Independent work and initiative in learning.
- Effective teamwork and collaboration.
- Respect for diversity and multicultural perspectives.
- Critical and self-reflective thinking.
- Promotion of creative, free, and inductive reasoning.
- Awareness and respect for the natural environment.
- Social, professional, and ethical responsibility, including gender sensitivity.

SYLLABUS

This course is divided into two main parts: Lessons 1–5, which consist of lectures and thematic discussions led by the instructor, and Lessons 6–13, which are devoted to student presentations based on independent research projects.

Weekly schedule:

Lesson 1: Discussion of course requirements and guidelines for writing assignments.

Lessons 2–5: Overview of Modern Greek and contemporary history in conjunction with the development of literature and cinema, including examples of historical representation in both media.

Lesson 6: Student presentations on topics related to the Greek War of Independence.

Lesson 7: Student presentations on 19th-century topics (e.g., The Agrarian Question).

Lesson 8: Student presentations on 19th-century topics (e.g., The “Great Idea”).

Lesson 9: Student presentations on 19th-century topics (e.g., Greek society).

Lesson 10: Student presentations on the period of the Balkan Wars and the First World War.

Lesson 11: Student presentations on the Interwar period.

Lesson 12: Student presentations on the Second World War and the period of the Triple Occupation.

Lesson 13: Student presentations on post-war historical topics (e.g., Civil War, migration).

Note: Lessons 6–13 may be subject to modification depending on students' thematic preferences.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Communication with students, e-learning		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload	ECTS
	Lectures	39	1.625
	Bibliographical and historical research for the essay	51	2.125
	Essay structure and writing	30	1.25
	Course total	120	5
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Methods of Evaluation: Class participation and discussion: 20% Written assignment(s): 80% For Erasmus students: one essay of 5,000–6,000 words (excluding bibliography) in English. The topic will be determined following discussion with the instructor.		

ATTACHED BIBLIOGRAPHY

There is a general bibliography recommended for all students, which provides a common framework for understanding the intersections between history, literature, and film (see below). However, each student's specific bibliography will depend on the thematic focus of their individual research project.

Roderick Beaton, *An Introduction to Modern Greek Literature*, Oxford: Clarendon Press 1999.
Eleftheria Thanouli, *History and Film: A Tale of two Disciplines*, London: Bloomsbury Academic 2016.

D05 10 Interdisciplinary Dimensions and Approaches to History

GENERAL

SCHOOL	School of Educational Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D05 10	SEMESTER	Winter-Summer
COURSE TITLE	<i>Interdisciplinary Dimensions and Approaches to History</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Video Presentations.		3	4
The course is delivered through 13 weekly lectures of 3 hours each (total 39 contact hours). Credits are awarded for the course as a whole.			
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background (Compulsory Elective Course)		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDE166/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> Upon successful completion of the course, students will be able to: • understand and describe the concept of interdisciplinarity and its connection with history. • recognise the interdisciplinary dimensions of history, as well as the interdisciplinary approach to the teaching of history. • identify the interdisciplinary nature of history and to distinguish it both in the field

of research and in teaching practice.

- to understand and be able to explain why history (ancient, medieval, modern, and contemporary) cannot be studied in isolation from other sciences or fields of study, such as geography, religion, language and literature, the arts, archaeology, the natural sciences, oral history, political science, ICT, and others.
- distinguish between the different modes of interdisciplinary approaches to history.
- distinguish causes from triggers (immediate reasons) of historical events.
- classify historical events according to their significance and their social and political impact.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

General Competences (EQF Level 6):

- General historical knowledge.
- Development of critical thinking and self-reflection.
- Promotion of creative thinking.
- Decision-making skills.
- Independent (autonomous) work.
- Analysis and synthesis of data.

SYLLABUS

This course examines the concept of interdisciplinarity and its relationship with History. As the historian G. Dertilis characteristically notes, “History is a science, [...] an imperial art: it expands into ever more numerous and heterogeneous fields of research [...]”. Indeed, the very nature of history suggests cooperation and synergy with other scientific disciplines, in order to bring the past to light and to study various aspects of it in a comprehensive manner. Knowledge, after all, should be viewed as a unified whole.

This is best achieved through interdisciplinarity, which corresponds particularly well to the unique character of history as a discipline—perhaps more than in any other scientific field.

The course focuses primarily on the study of modern and contemporary history, as these periods offer, more than others, greater opportunities for interdisciplinary research and teaching through such fields as geography, religion/theology, literature, new technologies, oral history, cinema (moving image), photography, the natural sciences, and other areas of research and instruction.

Interdisciplinarity in history can prove especially valuable both in the field of research and in teaching practice. Numerous disciplines are linked to history—particularly to the modern and

contemporary periods—and can be creatively employed in the study and teaching of history. The objectives include a holistic approach to research problems, the development of fruitful pedagogical reflections concerning the teaching of history, and the creation of teaching proposals designed, among other things, to make the subject more engaging, to foster critical thinking, to deepen learning, and to achieve a comprehensive understanding of knowledge.

Note 1: As part of the course, lectures are delivered by specialists on topics related to the interdisciplinary approach to history.

Note 2: As part of the course, visits to museums and historical sites will be organised, as well as guest lectures by expert scholars in relevant fields.

(Duration: 13 weeks)

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	PowerPoint presentations and videos. Support of the learning process through the electronic platform Classweb and the corresponding platform at https://eclass.edc.uoc.gr/ . Electronic communication with students.		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload	ECTS
	Lectures	39	1.56
	Essay writing	20	0.8
	Independent Study / Reading	41	1.64
	Course total	100	4
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Methods of Evaluation: Final written examination (100% of the final grade), with the option of an additional voluntary assignment that may contribute a bonus of up to 10% to the final grade, provided that the student has achieved at least 50% (pass mark) in the written exam. The examination includes: Matching questions, essay-type (development) questions, analysis of historical sources. Students' critical thinking skills are also taken into consideration in the overall assessment.		

ATTACHED BIBLIOGRAPHY

Ahmed Abushouk, Mahzoob Zweiri (ed.), *Interdisciplinarity in World History. Continuity and Change*, Cambridge: Cambridge Scholars Publishing, Cambridge: Cambridge Scholars Publishing 2016.

Panagiotis Anastasiadis, *Η αξιοποίηση των ΤΠΕ στο σύγχρονο σχολείο με έμφαση στη συνεργασία, τη δημιουργικότητα και την κριτική σκέψη* [The Use of Information and Communication Technologies in the Modern School with an Emphasis on Collaboration, Creativity, and Critical Thinking], Rethymno: University of Crete, Department of Primary Education, Lab for Lifelong and Distance Education 2017.

Giorgos Andritsos, *Η Κατοχή και η Αντίσταση στον Ελληνικό Κινηματογράφο (1945-1966)* [Occupation and Resistance in Greek Cinema (1945-1966)], Athens: Aigokeros 2004.

Spyros Asonitis, Theodoros Pappas, *Τοπική ιστορία, Γ' Γυμνασίου: Βιβλίο εκπαιδευτικού* [Local History, Grade 9: Teacher's Handbook], Athens: Greek Organization for the Publication of Educational Books 2006.

Charalabos Babounis, Spyros Toulaitos, *Μεθοδολογία και ερμηνεία της ιστορίας* [Methodology and Interpretation of History], Athens: Papazisis Publications 2017.

Riki V. Bouschoten, Tasoula Vervenioti, Konstantina Bada, Irini Nakou, Pavlos Pantazis (ed.), *Γεφυρώνοντας τις γενιές: διεπιστημονικότητα και αφηγήσεις ζωής στον 21ο αιώνα* [Bridging the Generations: Interdisciplinarity and Life Narratives in the 21st Century], Proceedings of the International Conference, May 25–27, 2012, Volos: Oral History Association; Laboratory of Social Anthropology, University of Thessaly 2013.

Emmanouil Chalkiadakis, *Εκκλησία και πολιτική στην Ελλάδα. Το Οικουμενικό Πατριαρχείο και ο κυβερνήτης Ιωάννης Καποδίστριας (1828-1831)* [Church and Politics in Greece: The Ecumenical Patriarchate and Governor Ioannis Kapodistrias (1828–1831)], Athens: Herodotus Publications 2017.

Emmanouil Chalkiadakis, «Ιστορία και διεπιστημονικότητα: Από την έρευνα στη διδακτική πράξη: η περίπτωση της νεότερης και σύγχρονης ιστορίας» [History and Interdisciplinarity: From Research to Teaching Practice — The Case of Modern and Contemporary History], in: *Interdisciplinarity as a Cognitive, Educational, and Social Challenge*, Proceedings of the 5th International Scientific Conference of the Institute of Humanities and Social Sciences on, Heraklion, April 5–7, 2019, Heraklion: Institute of Humanities and Social Sciences 2019.

Antonis Chourdakis, *Παιδαγωγία και Διαφωτισμός στο «Σχολείον των Ντελικάτων Εραστών» του Ρήγα Βελεστινλή* [Pedagogy and Enlightenment in 'The School of Delicate Lovers' by Rigas Velesstinlis], Athens: Typothito Publications 1999.

Francis. H Fobes, *Aristotelis Meteorologicorum Libri Quattuor*, Cambridge, Massachusetts: Harvard University Press 1919.

Varvara Georgoroulou, *Ιστορία και ιδεολογία στα κάτοπτρα του Διονύσου: Δοκίμια για το νεοελληνικό θέατρο, 1920-1950* [History and Ideology in the Mirrors of Dionysus: Essays on Modern Greek Theatre, 1920-1950], Athens: Papazisis Publications 2016.

Michail Kordosis, «Ιστορική γεωγραφία και συγγενείς επιστήμες: περιορισμένος και ευρύτερος χώρος» [Historical Geography and Related Sciences: Limited and Broader Scope], *Dimensions of Contemporary Geography: Studies and Career Prospects, Interdisciplinarity & Applications*, Proceedings of the 1st Scientific Conference of the Student Association of the Department of Geography, Mytilene: University of the Aegean.

Elli Lemonidou, *Η ιστορία στη μεγάλη οθόνη: Ιστορία, κινηματογράφος και εθνικές ταυτότητες* [History on the Big Screen: History, Cinema, and National Identities], Athens, Taxideftis 2017.

Émile Littré, *Oeuvres complètes d'Hippocrate* (Vol. 6), Paris: Baillière, 1849, 466-662.

Ilias Maglinis, *Η λογοτεχνία γράφει ιστορία* [Literature Writes History], Athens: Kastaniotis Publications 2001.

Michail Paschalis, «Η διαμάχη της Κρήτης: η Κρήτη των κριτικών και οι εκδοχές της Κρήτης στον Καζαντζάκη» [The Cretan Dispute: The Critics' Crete and the Versions of Crete in

Kazantzakis], in: *Nikos Kazantzakis and Cretan Culture*, Proceedings of the Conference on the 50th Anniversary of the Death of Nikos Kazantzakis, Heraklion-Myrtia, September 28–30, 2007, Heraklion, Kazantzakis Museum 2007.

Antonis Smyrnaioi, «*Ιστορίας Μάθησις*» *Ζητήματα φιλοσοφίας και διδακτικής της ιστορίας* [Learning History: Issues in the Philosophy and Didactics of History], Athens: Grigoris Publications 2013.

Georgios Vagianos, *Η διδασκαλία της ιστορίας μέσα από τα λογοτεχνικά κείμενα* [Teaching History Through Literary Texts], Athens: Ellin Publications 1995.

D06 Literacies, Education and Humanities

D06 01 AI and Education in SSH (Social Sciences and Humanities)

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D06 01	SEMESTER	
COURSE TITLE	<i>AI and Education in SSH (Social Sciences and Humanities)</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background for developing students' digital literacy skills		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	The course's webpage on e-learn platform		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> Search for, analysis and synthesis of data and information, with the use of the necessary technology Project planning and management Adapting to new situations Respect for difference and multiculturalism Respect for the natural environment

<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	.....
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	.....

❑ Development of independent work ❑ Development of group work ❑ Practice of critique and self-critique ❑ Promotion of free, creative, and inductive thinking ❑ Adaptation to new situations ❑ Encouragement for generating new research ideas ❑ Project design and management ❑ Critical thinking and creativity in decision-making ❑ Development of problem-solving skills relevant to the educational community ❑ Development of collaboration skills in a modern context (primarily in digital environments) ❑ Ability to synthesize knowledge and skills from two or more fields for the purpose of innovation

SYLLABUS

Artificial Intelligence has now permeated the everyday life of modern society and is widely used (or can be used) in education—in teaching, learning, and research. But how does AI actually work? What are big data in education? What are ontologies, and how can they be used in educational contexts? Which AI tools can support the teaching and learning of language-related subjects, and what can they contribute? What kinds of difficulties might we encounter when integrating AI into education?

These questions will be explored through the study of relevant literature as well as concrete examples of AI applications across various educational domains, such as curriculum development and analysis, the introduction of educational innovations, and the renewal of teaching and learning practices. Students will engage with the literature, develop draft plans for educational scenarios involving AI in language courses, and analyze real research data through hands-on, workshop-style activities.

In detail, the course develops and discusses the following themes:

1. Potential uses of AI in Education and prospects for teaching and learning
2. Difficulties and challenges that arise when using AI in education
3. Educational and social dimensions surrounding the use of AI in education (algorithmic stereotypes, societal perceptions of AI, etc.)
4. Uses of AI in language education: prospects for teaching and learning
5. Uses of AI in research related to education in the humanities
6. Educational scenarios for the use of AI in language education

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	F-to-F	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	In teaching: ● Presentations with multimedia content (images, video) ● Provision of recommended bibliography and supporting material In communication with students: ● Support of the learning process through the elearn online platform (announcements, information, messages, documents, user groups, etc.) ● Email	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Attendance of lectures by the students	13X3=39 hours
	Bibliographic study and, optionally, presentations of small related assignments by the students	31
	Development of teaching or research scenarios by the students	30
	Independent study/preparation for the exams	30
	Course total	130 hours
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The criteria on which students will be assessed derive from the learning outcomes and will be made clear and explicit to them from the beginning, as they will be discussed together. Assessment will take place through a written examination at the end of the semester. In certain cases, and only under specific conditions, an oral examination may be conducted, with the same characteristics as the written examination (in cases of diagnosed and documented difficulty with written exams). Students will have the opportunity to write a research paper, either in groups or individually, which may serve as supplementary or alternative assessment depending on the course. These papers can increase the grade of the written examination by 1–3 points (provided they meet the required quality), but only if the exam grade is equal to or greater than 5.	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Ανδριωτάκης, Μ. (2018). *Ο αλγόριθμος της σοφίας*. Αθήνα: ΚΡΙΤΙΚΗ

Isaias, P., Sampson, D. & Ifenthaler, D. (2020). *Technology Supported Innovations in School Education*. Available on line: <https://link.springer.com/book/10.1007/978-3-030-48194-0>

Williamson, B. (2017). *Big Data in Education*. SAGE

Stancin, K., Posic, P. & Jaksic, D. (...). Ontologies in education – state of the art, *Education and Information Technologies*, 25, 2020. <https://doi.org/10.1007/s10639-020-10226-z>

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https://www.researchgate.net/publication/303561096_Collaborative_Development_of_Informatics_Curricula_Based_on_Semantic_Technologies

Websites

<https://www.schooleducationgateway.eu/el/pub/resources/tutorials/ai-in-education-tutorial.htm>

<https://www.nationalcoalition.gov.gr/skills-intelligence/techniti-noimosyni-kai-ekpaideysikat/>

- *Related academic journals:*

Educational Technology & Society (ET&S)

D06 02 Critical literacy and Action Research

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D06 02	SEMESTER	
COURSE TITLE	<i>Critical literacy and Action Research</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d)			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background, specialised general knowledge		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	Its site on the elearn.uoc		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
This course constitutes a specialization module in School Pedagogy and has a strongly interdisciplinary character, as it combines elements of epistemology, educational research methodology, and sociolinguistics. Its broader aim is to cultivate skills in students that will enable them to respond with greater confidence and critical awareness to the challenges of contemporary schooling, which often faces deficits in democracy for a variety of reasons. More specifically, the course aims to familiarize students with the concept of critical literacy and related teaching practices, as well as with the processes of action research.

Particular emphasis is placed on exploring the relationship between critical literacy and action research, and on raising awareness of the crucial role that action research can play in the experience and strengthening of democracy in schools, both from the perspective of educators and—most importantly—from that of students. Finally, the course seeks to highlight that the combination of critical literacy teaching practices with action research methodology can substantially contribute to the formation of a democratic school environment.

Upon successful completion of the course, students are expected to be able to:

- identify the difficulties and challenges arising from practices that undermine democracy in today's schools,
- understand the broader educational and social dimensions of the presence or absence of democracy within the school context,
- interpret objectives and evaluate the outcomes of educational action research projects,
- develop theoretically informed proposals and plans for conducting educational action research,
- design and implement initiatives aimed at promoting and cultivating critical literacy within a framework that strengthens democracy in schools,
- develop transversal and transferable communication and collaboration skills through group work, so that, as future educators, they will be able to foster in their students the skills necessary to ensure democracy within the classroom and the wider school environment.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- ☐ Development of independent work skills
- ☐ Development of group work skills
- ☐ Practice of critical thinking and self-reflection
- ☐ Promotion of free, creative, and inductive thinking
- ☐ Adaptation to new situations
- ☐ Encouragement of the generation of new research ideas
- ☐ Project design and management
- ☐ Critical thinking and creativity in decision-making
- ☐ Development of problem-solving skills addressing issues relevant to the educational community
- ☐ Development of collaboration skills within a contemporary educational context.

SYLLABUS

The course is structured into three main thematic units.

1) Conceptualizations of the notion of critical literacy (5 sessions: 1 introductory + 4 sessions)

- What is literacy? What does “critical” mean?
- The critical paradigm in Pedagogy: the Critical Pedagogy movement.
- What is critical literacy? Examples of teaching practices.
- Reframing the concept in the digital era.
- Critical Digital Literacy, or how to remain critical online.
- The digital news genre and the phenomenon of misinformation: its relationship to critical digital literacy.

2) Conceptualizations of the notion of action research (3 sessions)

- What is Action Research? How are research and teaching combined?
- Types of action research: practical action research and critical action research.
- Presentation of research tools and methods used in action research, such as qualitative data analysis, ethnography, and the documentation of personal narratives.
- What is youth action research? Examples from projects that foreground young people’s voices.

3) Combining critical literacy and action research for democratic education

(5 sessions: 4 sessions + concluding session)

- Is such a combination feasible? What common principles make this integration possible?
- How does this combination contribute to more democratic forms of education?
- International examples illustrating how action research and critical literacy are integrated into programs aimed at social justice and democratic participation.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Only face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	In teaching: • Presentations with multimedia content (images, videos) • Provision of recommended bibliography and supporting materials In communication with students: • Support of the learning process through the e-learning platform (e.g. announcements, information, messages, documents, user groups, etc.) • Communication via email	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	Activity	Semester workload

<i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Attendance of lectures	39
	Study of recommended literature and preparation of short student presentations/assignments	31
	Design and development of teaching or research-based scenarios	30
	Independent study and preparation	30
	Course total	130
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The criteria according to which students will be assessed derive from the learning outcomes and will be communicated clearly and transparently to students from the outset, as they will be discussed with them. Assessment will be conducted through a written examination at the end of the semester. In specific cases and only under certain conditions, an oral examination may be conducted, maintaining the same characteristics and assessment criteria as the written examination (e.g. in cases of diagnosed and documented difficulties with written examinations). Students will be given the opportunity to produce a research paper, either individually or in groups. Research assignments will contribute 40% to the final grade, while the remaining 60% will derive from the written examination.	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Κατσαρού, Ε. (2016). *Η εκπαιδευτική έρευνα δράση*. Αθήνα: ΚΡΙΤΙΚΗ.

Κατσαρού, Ε. (2020). *Η δημοκρατία στο σχολείο*. Αθήνα: ΚΡΙΤΙΚΗ.

Τεντολούρης, Φ. & Χατζησαββίδης, Σ. (2013). Λόγοι του κριτικού γραμματισμού και η 'τοποθέτησή' τους στη σχολική πράξη: προς μια γλωσσοδιδασκτική αναστοχαστικότητα. Προφορική εισήγηση στην 34η Συνάντηση Τομέα Γλωσσολογίας ΑΠΘ, 16-18/05/13. Διαθέσιμο στην ηλεκτρονική διεύθυνση: http://ikee.lib.auth.gr/record/265102/files/MEG_34_411_421.pdf

Τεντολούρης, Φ. & Χατζησαββίδης, Σ. (2014). *Διδασκαλία της γλώσσας. Ιστορία, επιστημολογία, αναστοχαστικότητα*. Αθήνα: Νεφέλη.

Χαραλαμπίδης, Α. (επιμ.) (2006). *Γραμματισμός, κοινωνία και εκπαίδευση*, Αθήνα: Ινστιτούτο Νεοελληνικών Σπουδών. Ίδρυμα Μανόλη Τριανταφυλλίδη.

Χατζησαββίδης, Σ. (2005). [Από την παιδαγωγική του γραμματισμού στους πολυγλωσσισμούς: νέες τάσεις, διαστάσεις και προοπτικές στη διδασκαλία της γλώσσας](#). Στο Κ. Μπαλάσκας & Κ. Αγγελάκος (επιστ. επιμ.). *Γλώσσα και λογοτεχνία στην πρωτοβάθμια και τη δευτεροβάθμια εκπαίδευση* (σσ. 35-52). Αθήνα: Μεταίχμιο.

- *Related academic journals:*

Educational Action Research

Action Learning and Action Research Journal

D06 03 Critical Digital Literacy

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	D06 03	SEMESTER	5 th 6 th 7 th or 8 th
COURSE TITLE	<i>Critical Digital Literacy</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge and research skills development		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	Course's webpage on elearn.uoc		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> The seminar “<i>Critical Digital Literacy</i>” is an introductory course to the rapidly developing field of critical literacy in digital environments. Its broader aim is to cultivate skills in students that will enable them to understand the value of education in fostering pupils’ critical digital literacy. More specifically, the course aims to familiarize students with the theoretical framework of critical literacy in digital environments (the consumption and (re)production of digital texts) and with the design of teaching practices that promote critical digital literacy. Upon completion of the course, students are expected to be able to: - Understand what critical digital literacy means and how it can be cultivated.

• Recognize the broader educational and social dimensions of critical digital literacy. • Produce theoretically informed proposals—written educational scenarios—for the implementation of critical digital literacy practices in specific educational contexts. • Critically evaluate these plans. • Develop transversal and transferable communication and collaboration skills through group work. As future educators, they will also be able to develop skills in research, reflection, self-evaluation, and collective action.																			
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td>.....</td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td>.....</td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>		<i>Production of new research ideas</i>	<i>Others...</i>		
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>																			
<i>Production of new research ideas</i>	<i>Others...</i>																		
																			
☐ Development of independent coursework ☐ Development of group work ☐ Practice of critical thinking and self-criticism ☐ Promotion of free, creative, and inductive thinking ☐ Adaptation to new situations ☐ Critical thinking and creativity in decision-making ☐ Development of skills for individual and collective reflection ☐ Development of collaboration skills in a contemporary context (in both conventional and digital environments)																			

SYLLABUS

As mentioned above, the main aim of this seminar is for students to discuss, reflect, and arrive at initial insights into key issues related to the processes involved in the development of critical digital literacy. Initially, the instructor will deliver six lectures, starting with issues of literacy, critical literacy, and digitality in contemporary societies. These are followed by topics related to media literacy (mass media and social media) and misinformation. The relationship between critical digital literacy and digital citizenship is also discussed. For all these concepts, in addition to theoretical input, specific examples of teaching practices are presented and discussed. The topics of the assignments that students will prepare and present in the following six classes will include: • Teaching practices for critical digital literacy (design and theoretical justification). Subject: Modern Greek Language – Grade: 5 or 6.

- Digital citizenship (teaching practices for its development and theoretical justification). Subject: Modern Greek Language – Grade: 5 or 6. - Teachers’ professional digital competences – construction of a questionnaire and data collection from final-year students. - Critical digital literacy and empowerment against misinformation: teaching practices and theoretical justification. Subject: Modern Greek Language – Grade: 5 or 6. - Examples of critical digital literacy in the curricula of compulsory education and in primary school textbooks. Selection and theoretical justification. - Critical analysis of digital games (e.g. Photodentro) and their role in the development of critical digital literacy. Educational scenario for the use of games. - Multimodal text analysis: teaching practices and theoretical justification. Subject: Modern Greek Language – Grade: 5 or 6. The seminar will conclude with its evaluation by the students, which is a reflective activity.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	In teaching: - Presentations with multimedia content (images, videos) - Provision of recommended bibliography and supporting materials In communication with students: - Support of the learning process through the e-learning platform (announcements, information, messages, documents, user groups, etc.) - Email	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Attendance of classes by students	39
	Literature review and presentations of relevant assignments by students	60
	Development of teaching scenarios by students	30
	Independent study/preparation of the final assignment	31
	Course total	160

STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The criteria on which students will be assessed derive from the learning outcomes and will be made clear to students from the outset, as they will be discussed with them. Student assessment will be conducted as follows: • Participation in the course: 20% • Presentation of the assignment: 20% • Quality of the assignment: 60%

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Γιαννακοπούλου, Ε. & Μπάτζιου, Σ. (2012). Ψηφιακός Γραμματισμός ενηλίκων Διερεύνηση ψηφιακής επάρκειας ενηλίκων. *Πρακτικά 8^{ου} Πανελλήνιου Συνεδρίου ΕΤΠΕ «Οι ΤΠΕ στην Εκπαίδευση»*. Βόλος: 27-30 Σεπτεμβρίου 2012.

Καλαμπόκη, Κ. (2019). Σύγχρονος Διαφημιστικός Λόγος και Γραμματισμός των ΜΜΕ: Προτάσεις Ανάπτυξης Κριτικών Δεξιοτήτων στο Νηπιαγωγείο. Μεταπτυχιακή εργασία, Πανεπιστήμιο Ιωαννίνων.

Κουτσογιάννης, Δ. (2006). Γραμματισμός και τεχνολογικός γραμματισμός. *Πρακτικά 5ου συνεδρίου ΕΤΠΕ «Οι Τεχνολογίες της Πληροφορίας και των Επικοινωνιών στην Εκπαίδευση»*. Διαθέσιμο στο: <http://www.etpe.eu/new/custom/pdf/etpe1190.pdf>.

Mihalīs, A. (2016). Καλλιέργεια πρακτικών ψηφιακού γραμματισμού: δημιουργική πρόκληση για το νέο σχολείο. *Preschool and Primary Education*, 4(1), 165-181. Laboratory of Pedagogical Research & Applications. Διαθέσιμο στο: <https://www.learntechlib.org/p/187338/>.

Τεντολούρης, Φ. & Χατζησαββίδης, Σ. (2014). Λόγοι του κριτικού γραμματισμού και η “τοποθέτηση” τους στη σχολική πράξη: Προς μια γλωσσοδιδασκτική αναστοχαστικότητα. *Μελέτες για την ελληνική γλώσσα*, 34, 411-421.

Χαραλαμπόπουλος, Α. (2006). *Γραμματισμός, κοινωνία και εκπαίδευση*. Θεσσαλονίκη: Ινστιτούτο νεοελληνικών σπουδών.

Χριστοπούλου, Ε. (2023). Κριτικός ψηφιακός γραμματισμός και εκπαίδευση για την ψηφιακή πολιτειότητα : θεωρία και αντιλήψεις εκπαιδευτικών πρωτοβάθμιας εκπαίδευσης. Μεταπτυχιακή Εργασία: <https://elocus.lib.uoc.gr/dlib/a/5/2/metadata-dlib-1691130408-871560-31396.tkl>

Hinrichsen, J. & Coombs, A. (2013). The five resources of critical digital literacy: a framework for curriculum integration. *Research in Learning Technology*, 21. Διαθέσιμο online.

D06 04 Action Research: Applications in Language Teaching

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate studies		
COURSE CODE	D06 04	SEMESTER	5 th or 7 th
COURSE TITLE	<i>Action Research: Applications in Language Teaching</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Course attendance/ participation in lectures		3	2
Literature review		4	1,5
Preparation of presentation and the final essay		4	1,5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skills development		
PREREQUISITE COURSES:	Non specific		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	Its page on the e-learn platform		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes This is an introductory seminar in the dynamically developing field of educational research, designed specifically for students interested in reflective, school-based research focused particularly on language teaching. Its broader aim is to cultivate skills in students that will enable them to respond with greater confidence to the contemporary demands of qualitative educational research and to become familiar with relevant research tools. More specifically, the purpose of the course is to acquaint students with the uses and possibilities of action research in education, which can improve:

- a) the curriculum,
- b) language teaching/the teacher's instructional practices, and
- c) the educational context itself.

Upon completing the course, students are expected to be able to:

- Understand what educational research is and distinguish quantitative from qualitative research.
- Recognize the broader educational and social dimensions of action research.
- Understand the inherent differences between action research and all other types of educational research.
- Produce theoretically informed proposals—paper-based research plans—for implementing action research specifically in language teaching.
- Critically evaluate these research plans.
- Develop transversal and transferable communication and collaboration skills through group work.
- As future educators, be able to develop skills of research, reflection, self-evaluation, and collective action.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

Development of autonomous work

Development of group work

Practice of critique and self-critique

Promotion of free, creative, and inductive thinking

Adaptation to new situations

Critical thinking and creativity in decision-making

Development of individual and collective reflective abilities

Development of collaboration skills in a modern context (in both conventional and digital environments)

SYLLABUS

As mentioned above, the main aim of this seminar is for students to discuss, reflect, and reach initial conclusions regarding key issues in the processes of language teaching and educational research. Great emphasis will be placed on the various interpretations of these two concepts, as well as on the relationship between them.

The course will begin with six lectures by the instructor, which will start by outlining understandings of language teaching and educational research, as well as their interrelationship. What is meant by language teaching? What is meant by educational research? Subsequently, an alternative framework for interpreting these concepts will be presented, in which language is closely linked to literacy, teaching is closely linked to

research, and the teacher becomes a researcher. Specific ways in which such combinations (teaching and research) can be implemented in the classroom will be demonstrated, essentially illustrating various applications of action research in education. At the same time, particular emphasis will be placed on the necessary conditions that must be met for such combinations to be feasible and successful.

Finally, students will be invited to engage themselves in simulated action research and reflection processes within groups, through experiential workshops that will be organized. In this way, students gain initial experience with processes of data collection and analysis, as well as drawing conclusions based on specific research questions posed.

The topics of the assignments that students will complete and present in the six subsequent sessions will include:

- a) theoretical discussion of epistemological and methodological issues of action research,
- b) theoretical discussion of three main language-teaching approaches (distinctions among recognition, functional, and critical literacy),
- c) paper-based plans for action research projects that could be implemented in specific educational contexts,
- d) collection and analysis of qualitative educational data,
- e) samples of collective reflection and redesign of actions/educational interventions, including evaluation of teaching practices.

The seminar will conclude with its evaluation by the students.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	In teaching: ● Presentations with multimedia content (images, videos) ● Provision of recommended bibliography and supporting material In communication with students: ● Support of the learning process through the e-learn electronic platform (announcements, information, messages, documents, user groups, etc.) ● Email	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Course attendance / participation in lectures	13X3=39 hours
	Literature review	61 hours
	Preparation of presentations and final essays	60 hours
	Course total	160 hours
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	The criteria on which students will be assessed derive from the learning outcomes and will be made known and clear to them from the beginning, as they will be discussed with the students.	

<i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Student evaluation will be carried out as follows: Class participation: 20% Presentation of assignment: 20% Quality of assignment: 60%

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

For Action Research

Αυγητίδου, Σ. (2014). *Οι εκπαιδευτικοί ως ερευνητές και ως στοχαζόμενοι επαγγελματίες*. Αθήνα: Gutenberg.

Καλαϊτζοπούλου, Μ. (2001). *Ο Εκπαιδευτικός ως Στοχαζόμενος Επαγγελματίας*. Αθήνα: τυπωθήτω – ΓΙΩΡΓΟΣ ΔΑΡΔΑΝΟΣ.

Κατσαρού, Ε. (2010). Έρευνα-Δράση: Επιστημολογικά, Μεθοδολογικά και Ηθικά Ζητήματα. Στο Μάριος Πουρκός και Μανόλης Δαφέρμος (επιμ.), *Ποιοτικές Μέθοδοι Έρευνας στις Κοινωνικές Επιστήμες: Επιστημολογικά, Μεθοδολογικά και Ηθικά Ζητήματα* (σσ. 555-570). Αθήνα: Τόπος.

Κατσαρού, Ε. (2016). *Εκπαιδευτική έρευνα-δράση*. Αθήνα: ΚΡΙΤΙΚΗ.

Κατσαρού, Ε. & Τσάφος, Β. (2003). *Από την Έρευνα στη Διδασκαλία. Η Εκπαιδευτική Έρευνα Δράσης*. Αθήνα: Σαββάλας.

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chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/http://www.diapolis.auth.gr/epimorfotiko_uliko/images/pdf/keimena/odigos/aygitidou.pdf

chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/http://scholar.uoa.gr/sites/default/files/makoulia/files/i_ereyna-drasi_os_prosopiki_anagki_toy_ekpaideytikoy_anastohasmos_kai_synergasia_me_skopo_ton_metashimatismo.pdf

chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/http://utopia.duth.gr/~xsakonid/index_html_files/12_6_18_keim_mel_6.pdf

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SECTION E': SCIENCES

E01 Mathematics

E01 01 Basic arithmetic concepts

GENERAL

SCHOOL	FACULTY OF EDUCATION		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	E01 01	SEMESTER OF STUDIES	
COURSE TITLE	Basic arithmetic concepts		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
COURSE TYPE	Scientific Area		
PREREQUISITE COURSES:	It is recommended that the introductory compulsory course E01P08: Topics from the Primary School Mathematics Curriculum have preceded		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS			
ONLINE COURSE PAGE (URL)	https://eclass.edc.uoc.gr/courses/PTDE118/		

LEARNING OUTCOMES

Learning Outcomes
The main objectives of the course are: - To discuss the mathematical background of the various sets of numbers encountered in everyday life and taught in basic education: Natural numbers, whole numbers, rational numbers and their relationship to fractions. - To formulate and justify the basic properties of the above numbers, which are used in everyday life and taught in school: decimal numbers system, algorithms of the four operations and their verification methods, basic concepts related to integers (prime numbers, GCD and LCM of integer numbers and methods of finding them), basic divisibility criteria and construction of new criteria from already known, fractions and their representation as periodic decimal numbers.

- To solve simple (practical, or even fun (recreational)) problems using the above concepts and propositions through appropriate modeling, as well as to formulate proofs of simple mathematical propositions related to the above concepts.
General Competences
Upon successful completion of the course, students: • They know the mathematical background of the various arithmetic sets encountered in everyday life and are taught in basic education (natural and integer numbers, rational numbers and fractions). • They are able to formulate and justify basic properties of the above numbers, which are used in everyday life and are taught in school (decimal numbers system, algorithms of the four operations and their verification methods, prime numbers, GCD and LCM of integer and methods of finding them, basic divisibility criteria and construction of new criteria from already known, fractions and their representation as periodic decimal numbers). • They are able to solve simple (practical, or even fun (recreational)) problems using the above concepts and propositions through appropriate modeling, as well as formulate proofs of simple mathematical propositions related to the above concepts.

COURSE CONTENT

Brief Outline • Natural numbers and their empirical basis as cardinal numbers of finite sets and as ordinal numbers. The mathematical foundation of their empirical basis through the Peano axioms. The method of mathematical induction. Integers and the basis of their mathematical foundation. The four arithmetic operations and their properties. Powers of numbers and their properties. • Positional numeral systems. The decimal positional system and the justification of the algorithms of the four arithmetic operations. Numeral systems with bases other than 10. Examples and their use throughout the historical development of mathematics as well as in the modern era (binary, quinary, duodecimal, sexagesimal, etc.). Conversions from one numeral system to and from the decimal system. • Basic concepts and propositions from the theory of divisibility of natural numbers: The division theorem and its fundamental consequences for elementary arithmetic. Prime numbers and their determination through the Sieve of Eratosthenes. The Fundamental Theorem of Arithmetic concerning the factorization of a natural number into prime factors and its main consequences within the framework of elementary arithmetic. • Greatest Common Divisor (G.C.D.) and Least Common Multiple (L.C.M.) of two natural numbers and their relationship. Euclid's algorithm for finding the G.C.D. • Properties of numbers that are congruent modulo n. Divisibility criteria and their justification based on the properties of congruences. • Rational and irrational numbers: Fractions and the conceptual aspects of rational numbers. Periodic decimals. The relationship between periodic decimals and rational numbers. Conceptual difficulties related to these notions.

TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY METHOD	In the classroom: (face-to-face teaching)

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	YES Support of the learning process through the <i>e-class</i> electronic platform (uploading of extensive lecture notes, practice exercise booklets, additional material from the bibliography, etc.). Supplementary use of computers and a video projector for presenting additional elements of the teaching material. Communication with students through the <i>e-class</i> electronic platform.		
TEACHING ORGANIZATION	Activity	Semester Workload	
	Lectures	39	
	Independent Study	61	
	<i>Course Total</i>	100	
STUDENT EVALUATION	Written final exam (100% of the final grade) including: (a) Development of topics related to the taught material (b) Questions that require an adequate conceptual understanding of the numerical concepts taught and the relevant basic mathematical propositions (c) Solving simple exercises related to the taught material, similar to those of the exercise booklets that have been posted on <i>e-class</i> since the beginning of lessons. Ensuring transparency in the evaluation of student performance: Students are informed from the beginning of the semester about the method of their evaluation and have access to their written exam after the examinations, while a detailed description of the taught and examinable material is communicated to them well before the examination period.		

RECOMMENDED-BIBLIOGRAPHY

<i>Suggested Bibliography:</i> <i>Basic Aids</i> 1. Instructor's notes 2. M. Kourkoulos, (in Greek) <i>Elements of Number Theory for Teachers in Primary and Secondary Education</i>, Kyriakidis Publications, Thessaloniki, 2009. 3. V. Polydouris, (in Greek) <i>The Arithmetic of Integers</i>, Part One, Kyriakidis Publications, Thessaloniki, 1995. <i>Additional bibliography</i> 1. V. Polydouris, (in Greek) <i>The Arithmetic of Integers</i>, Part Two, Kyriakidis Publications, Thessaloniki, 1995.

2. J. A. Van de Walle, *Mathematics for Primary and Secondary School: An Evolutionary Process*, (editor: T. Triantaphyllides, translation: A. Alexandropoulou & V. Komporozos), Typothito, Athens, 2005.
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4. G. Thomaidis, G. Rizos, (in Greek) *Path of mathematical thought: Historical and realistic problems of mathematics for the classroom*, Mavridis Publications, Thessaloniki 2017.
5. E. Koleza, (in Greek) *Mathematics and School Mathematics*, Ellinika Grammata 2006.
6. X. Lemonides, (in Greek) *A Walk in the Learning of Elementary Arithmetic*, Kyriakidis Publications, Thessaloniki, 1994.
7. R. B. Nelsen, (in Greek) *Proofs without words*, Savvala Publications, Athens 1996.
8. M. Toumasis, (in Greek) *How to activate children in the lesson of Mathematics*, Kostogiannos Publications, Chalkida, 1999.
9. D. Hassapis (in Greek) *Didactics of Basic Mathematical Concepts. Numbers and Arithmetic Operations*, Metaichmio Publications, Athens, 2000.

E01 03 Introduction to Probability Theory and Statistics

GENERAL

SCHOOL	FACULTY OF EDUCATION		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	E01 03	SEMESTER OF STUDIES	5 th and above
COURSE TITLE	<i>Introduction to Probability Theory and Statistics</i>		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS		CREDITS
Lectures, Exercises, Presentations and discussion of student assignments	3		5
COURSE TYPE	Scientific Area		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignments and personal study)		
ONLINE COURSE PAGE (URL)	https://eclass.edc.uoc.gr/courses/PTDE153/		

LEARNING OUTCOMES

Learning Outcomes
The purpose of the seminar is to study, understand and deepen some basic concepts of probability and Statistics in combination with important epistemological and historical elements related to these concepts. Upon successful completion of the course, the students will: - understand the concepts of probability and Statistics examined in combination with basic epistemological and historical elements of these concepts - have the mathematical background necessary for the teaching of the topics of the Curriculum of Primary School related to Statistics and Probability - be able to use the concepts examined to solve problems and process statistical data - be able to critically examine statistical data and conclusions that are encountered, in the context of scientific papers or in the media using the concepts of probability and Statistics examined - be able to carry out further autonomous study and investigation concerning statistics and probabilities
General Competences

- Autonomous Work
- Teamwork
- Problem solving
- Critical Thinking

COURSE CONTENT

(i) Introductory elements concerning:

- The applications of statistics and probability in the modern world and their significance.
 - The necessity of citizens' statistical and probabilistic literacy.
 - International trends in primary and secondary education curricula regarding statistics and probability.
 - The Greek curriculum for primary and secondary education on these subjects.
- Outline of the Seminar; discussion on students' assignments within the Seminar.

(ii) Basic elements of descriptive statistics: statistical variables, organization and representation of statistical data, basic measures of central tendency and dispersion, skewness and kurtosis of frequency distributions.

(iii) Introductory elements of probability:

Classical definition of probability, empirical (frequentist) probability, and subjective probability (along with a discussion on the history and epistemology of these concepts); reference to the axiomatic foundation of probability theory. Discussion on the relationship between probability and the concept of randomness, the problem of the existence of randomness and the related debate within the frameworks of determinism and indeterminism.

(iv) The addition rule of probability, the multiplication rule of probability, Bayes' theorem, accompanied by a discussion of historical elements related to the theorem.

(v) Elements of combinatorics: permutations with repetition, permutations without repetition, combinations of k objects among N .

(vi) Discrete probability distributions: Binomial distribution, Hypergeometric distribution, Poisson distribution.

(vii) The approximation between the binomial and normal distributions, including a discussion on De Moivre's approximation and the historical first appearance of the normal distribution.

The concept of the sum of independent random variables, random sampling, and the concept of the sampling distribution of statistical parameters, particularly the mean. The Central Limit Theorem (CLT), including discussion of its history and its importance for the development of statistics, along with exercises and problems using the CLT. The t-Student distribution.

(viii) Hypothesis Testing (HT): Tests concerning proportions and means examined using realistic and actual data; discussion of Daniel Bernoulli's hypothesis test regarding the ratio of sexes at birth and other historically early examples.

Discussion on difficulties in interpretation and proper use of hypothesis tests, common errors and shortcomings in interpreting test results, and inappropriate uses of such tests (accompanied by relevant real-world examples).

(ix) Confidence Intervals (CI): Confidence intervals for means and proportions. Discussion on difficulties in interpretation and proper use of confidence intervals, common errors and shortcomings in interpreting CIs (with relevant real-world examples).

(x) Correlation of statistical variables: – Correlation between categorical variables, measures of association, and significance testing. – Correlation between quantitative variables, simple linear regression (with reference to its history), measures of association, and significance testing. (xi) Presentation and discussion of students' assignments.

TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY METHOD	In the classroom (face-to-face teaching)		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	-Spreadsheets -Course website -Electronic communication with students		
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS credits
	Lectures and Classroom Exercises	3 X 13 = 39	1,56
	Short individual assignments (exercises of consolidation and further investigation)	26	1,04
	Semestrial individual assignment	35	1,4
	Autonomous Study	25	1
	Course Total	125	5
STUDENT EVALUATION	Short individual assignments (exercises of consolidation and further investigation) (20%) Semestrial individual assignment (60%) Presentation of the student's assignments (short assignments and part of semestrial individual assignment) (20%)		

RECOMMENDED-BIBLIOGRAPHY

<i>Suggested Bibliography:</i> Zafeiropoulos K. (2017). (in Greek) <i>Introduction to Statistics and Probability</i> (2nd edition). Athens: Kritiki Publications Roussos P., Tsaousis I. (2011). (in Greek) <i>Statistics applied to the social sciences</i>, Athens: Topos Publications. Chlouverakis G. (2011). (in Greek) <i>Introduction to Statistics</i>. Athens: Pedio Publications. Batanero, C., & Díaz, C. (2010). Training teachers to teach statistics: What can we learn from research? <i>Statistique et enseignement</i>, 1(1), 5–20. http://publications-sfds.math.cnrs.fr/index.php/StatEns/article/view/3

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Wild, C. J., & Pancake, M. (1999). Statistical thinking in empirical enquiry (with discussion). *International Statistical Review*, 67(3), 223–265.

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Quetelet, A. (1842). *A treatise on man and the development of his faculties*. Edinburg: William and Robert Chambers pub.

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Useful web links

<https://plato.stanford.edu/>

<http://jse.amstat.org/>

<https://www.statisticsteacher.org/>

<http://davidmlane.com/hyperstat/>

<https://open.umn.edu/opentextbooks/textbooks/introductory-statistics>

<https://open.umn.edu/opentextbooks/textbooks/introduction-to-probability>

E01 04 Basic Algebraic Concepts

GENERAL

SCHOOL	FACULTY OF EDUCATION		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	E01 04	SEMESTER OF STUDIES	
COURSE TITLE	Basic Algebraic Concepts		
INDEPENDENT TEACHING ACTIVITIES		TEACHING WEEKS	CREDITS
Lectures		3	4
COURSE TYPE	Scientific Area		
PREREQUISITE COURSES:	It is recommended that the introductory compulsory course E01P08: Topics from the Primary School Mathematics Curriculum have preceded		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS			
ONLINE COURSE PAGE (URL)	https://eclass.edc.uoc.gr/courses/PTDE169/		

LEARNING OUTCOMES

Learning Outcomes
Purpose of the course: To highlight the importance of elementary algebra in problem-solving and problem modeling through the classification of problems that share common characteristics, based on processes of generalization and abstraction. The main objectives of the course are: • To describe the mathematical background of the various numerical sets encountered in everyday life and taught in basic education: natural numbers, integers, rational numbers, and their relationship with fractions. • To demonstrate the importance of elementary algebra as an extension of theoretical arithmetic, focusing on the logical relationships among the elements of a problem and the development of a unified language for their description and manipulation. • To identify as key pathways of central importance for the transition from arithmetic to (elementary) algebra: - (i) fractions and rational numbers, - (ii) proportional and inversely proportional quantities as the fundamental concepts providing the first examples of functional relationships.

To solve practical or recreational problems within the above framework through appropriate modeling, as well as to formulate proofs of simple mathematical propositions related to the above concepts.
General Competences
- Upon successful completion of the course, students will: - know the mathematical background of the various numerical sets encountered in everyday life and taught in basic education (natural numbers, integers, rational numbers, and fractions). - be able to state and justify the fundamental properties of fractions, proportional and inversely proportional quantities. - be able to model simple practical or recreational problems in algebraic language and solve them using basic algebraic concepts, methods, and procedures. - acquire familiarity with basic concepts of elementary set theory and their relationship to the formalization of logical propositions and reasoning.

COURSE CONTENT

1. Number Sets (Notes: Parts 1 & 2) - Natural Numbers: The foundation of natural numbers, their distinctive characteristics, the method of mathematical induction. - Integers: Their introduction from a historical perspective, the rules of signs, the integers as an algebraic extension of natural numbers. - Rational Numbers: Fractions and rational numbers, the five conceptual interpretations of rational numbers, rational numbers as classes of equivalent fractions and as algebraic extension of integers. - Real Numbers: Historical introduction – the discovery of irrational numbers, $\sqrt{2}$ and $\sqrt{n}$ (for $n \neq k^2$) as examples of irrational numbers, the decimal representation of real numbers as a means of distinguishing between rational and irrational numbers. - Complex Numbers: Roots of negative numbers, geometric interpretation of complex numbers, trigonometric form of complex numbers, historical remarks. 2. Algebraic Relations, Algebraic Equations, and Systems of Equations (Notes: Parts 3, 4, 5 & partially Part 2) - Distinction between the concepts of <i>equation</i>, <i>identity</i>, and <i>function</i>. - Proportional and inversely proportional quantities: unified treatment, graphical representation, functional expression, properties of proportionality and inverse proportionality. - Powers and properties, absolute value, arithmetic and geometric progressions, logarithms and exponential functions. - Algebraic identities: basic identities, the binomial theorem – binomial coefficients, Schwarz inequality, Lagrange inequality. - The first and second degree functions: $y = ax + b$, $y = ax^2 + bx + c$. - Systems of first and second degree equations: methods of solution (by substitution, by linear combinations, by determinants). 3. Practical Arithmetic Problems (Notes: Part 6 & partially Part 3) Problems leading to first and second degree equations and systems of equations, as well as other types of problems (e.g., compound interest, etc.).

4. Elements of Set Theory

(Notes: Parts 7 & 8)

- The intuitive concept of a set.
- Operations with sets: union, intersection, difference, complement, symmetric difference. Relation to logical propositions and logical operations (conjunction, disjunction, negation, implication, equivalence).
- Relations: binary relations, the concept of a function as a special case of a binary relation, equivalence relations, order relations.
- Infinite sets: Characteristics compared to finite sets, and paradoxes of set theory.

TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY METHOD	In the classroom: (face-to-face teaching)	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	YES Support of the learning process through the <i>e-class</i> electronic platform (posting of extensive lecture notes, practice exercise booklets, additional material from the bibliography, etc.). Supplementary use of computers and a video projector for presenting additional elements of the teaching material. Communication with students through the <i>e-class</i> electronic platform.	
TEACHING ORGANIZATION	Activity	Semester Workload
	Lectures	39
	Independent Study	61
	<i>Course Total</i>	100
STUDENT EVALUATION	Written final exam (100% of the final grade) including: (a) Development of topics related to the taught material (b) Questions that require an adequate conceptual understanding of the algebraic concepts taught and the relevant basic mathematical propositions (c) Solving simple exercises related to the taught material, similar to those of the exercise booklets that have been posted on <i>e-class</i> since the beginning of lessons. Ensuring transparency in the evaluation of student performance: Students are informed from the beginning of the semester about the method of their evaluation and have access to their written exam after the examinations, while a detailed description of the taught and examinable material is communicated to them well before the examination period.	

RECOMMENDED-BIBLIOGRAPHY

Suggested Bibliography:

Basic Aids

1. Instructor's notes
2. J. A. van de Walle: *Teaching mathematics: for primary and secondary school – a developmental process*, (translation in Greek V. Arapoglou), Epikentro Publications, Athens, 2007. Chapters 12, 15, 16, 18, 19, 24.
3. X. Vamvakousi et al.: (in Greek) *Algebra and its Didactics in Contemporary Education*, Ziti Publications, Thessaloniki 2011 (Eudoxus Code: 22690657).

Additional bibliography

1. G. Thomaidis, G. Rizos: (in Greek) *Path of mathematical thought: Historical and realistic problems of mathematics for the classroom*, Mavridis Publications, Thessaloniki 2017.
2. K. Hadjikyriakou: (in Greek) *Numbers, sets, shapes: Mathematics for the teacher and the teacher*, Sofia Publications, Thessaloniki 2008.
3. E. Koleza: (in Greek) *Thought Elements in Elementary Mathematics*, Gutenberg Publications, Athens 2020.
4. F. Kalavasis & A. Moutsios-Rentzos: (in Greek) *Between the part and the whole: Reflective construction of mathematical concepts*, Gutenberg Publications, Athens, 2015.
6. V. Polydouris: (in Greek) *The Arithmetic of Integers*, Kyriakidis Publications, Thessaloniki, 1995.
7. E. Koleza: (in Greek) *Mathematics and School Mathematics*, Ellinika Grammata 2006.
8. M. Toumasis: (in Greek) *How to activate children in the lesson of Mathematics*, Kostogiannos Publications, Chalkida, 1999.

E01 05 Basic Geometry Concepts

GENERAL

SCHOOL	FACULTY OF EDUCATION		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	E01 05	SEMESTER OF STUDIES	
COURSE TITLE	Basic Geometry Concepts		
INDEPENDENT TEACHING ACTIVITIES	TEACHING WEEKS		CREDITS
Lectures	3		4
COURSE TYPE	Scientific Area		
PREREQUISITE COURSES:	It is recommended that the introductory compulsory course E01Π08: <i>Topics from the Primary School Mathematics Curriculum</i> have preceded		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS			
ONLINE COURSE PAGE (URL)	https://eclass.edc.uoc.gr/courses/PTDE117/		

LEARNING OUTCOMES

Learning Outcomes
The main objectives of the course are: To describe and define with sufficient completeness and clarity basic geometric concepts used in everyday life and/or taught in basic education: straight line, plane, equality of shapes, convexity of shapes, angle and related concepts, perpendicularity and parallelism of lines, circle and related concepts, etc. - To formulate and justify through simple deductive reasoning basic properties of the above concepts, which are used in everyday life and/or taught at school: - To solve simple geometric problems using the above concepts and properties as well as to formulate proofs of simple mathematical propositions related to the above geometric concepts.
General Competences
Upon successful completion of the course, students: • They can describe and define with sufficient completeness and clarity the basic geometric concepts used in everyday life and/or taught in basic education, such as straight line, plane, equality of shapes, convexity of shapes, angle and related concepts, perpendicularity and parallelism of lines, circle and related concepts, etc. • They are able to formulate and justify through simple deductive reasoning basic

properties of the above concepts, which are used in everyday life and/or taught in school:

- They can solve simple geometric problems using the above concepts and properties as well as formulate proofs of simple mathematical propositions related to the above geometric concepts.

COURSE CONTENT

I. Basic concepts and propositions from Plane Geometry:

Fundamental geometric concepts and simple basic propositions related to them: point, straight line, plane, equality of figures, convexity of figures, angle and related notions (perpendicularity, adjacent angles, sum and difference of angles, complementary and supplementary angles, right angle, full angle, bisector of an angle), perpendicularity and parallelism of lines, circle and related concepts (diameter, chord, central and inscribed angle, tangent line to a circle).

The deductive structure of Euclidean Geometry as the first historically deductively organized mathematical (and scientific) theory. The notion of a (mathematical) *axiom*, the axioms of Euclidean Geometry with reference both to their form in Euclid's Elements and to their modern formulation by D. Hilbert. The crucial role of the parallel postulate as the distinguishing feature of Euclidean Geometry compared to other (non-Euclidean) geometries, with reference to the importance of this distinction within modern Physics for exploring the geometry that characterizes the universe.

Basic propositions concerning perpendicular and parallel lines, equality of triangles. Basic concepts and propositions concerning triangles (circumscribed and inscribed circle of a triangle, circumcenter, incenter, orthocenter, centroid), parallelograms, and circle.

The concept of similarity of plane figures and basic propositions regarding similar triangles, polygons, and regular polygons.

Elementary constructions using ruler and compass.

Area measurement: Area of a parallelogram, triangle, trapezium; the Pythagorean Theorem; measurement of the circle using regular polygons (circumference length, area of a circle, the number π).

II. Brief reference to basic concepts and propositions from Stereometry and volumetrics: Concepts and volumes of polyhedral solids (parallelepiped, tetrahedron, prism, and pyramid), and of basic curved solids (cylinder, cone, sphere).

Brief reference to the stereographic projection of the sphere and its significance in cartography.

TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY METHOD	In the classroom: (face-to-face teaching)
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	YES Support of the learning process through the <i>e-class</i> electronic platform (posting of extensive lecture notes, booklets with practice exercises, additional material from the bibliography, etc.). Supplementary use of computers and a video projector for presenting additional elements of the teaching material. Communication with students through the <i>e-class</i>

	electronic platform. Communication with students through the electronic platform <i>e-class</i> .	
TEACHING ORGANIZATION	Activity	Semester Workload
	Lectures	39
	Independent Study	61
	<i>Course Total</i>	100
STUDENT EVALUATION	Written final exam (100% of the final grade) including: (a) Development of topics related to the taught material (b) Questions that require an adequate conceptual understanding of the geometric concepts taught and the related basic mathematical propositions (c) Solving simple exercises related to the taught material, similar to those of the exercises booklets that have been uploaded on <i>e-class</i> since the beginning of the lessons Ensuring transparency in the evaluation of student performance: Students are informed from the beginning of the semester about the method of their evaluation and have access to their written exam after the examinations, while a detailed description of the taught and examinable material is communicated to them well before the examination period.	

RECOMMENDED-BIBLIOGRAPHY

Suggested Bibliography:

Basic Aids

1. Instructor's notes
2. A. Halatsis, (in Greek) *Geometry*, Ziti Publications, Thessaloniki, 2006.
3. G. Thomaidis, A. Poulos, (in Greek) *Didactics of Euclidean Geometry*, Ziti Publications, Thessaloniki, 2000.
4. J. A. Van de Walle, *Mathematics for Primary and Secondary School: An Evolutionary Process*, (editor: T. Triantaphyllides, translation: A. Alexandropoulou & V. Komporezos), Typothito, Athens, 2005, Ch. 17.

Additional bibliography

1. Hershkowitz, R. et al., 1990, "Psychological aspects of learning geometry" in "Mathematics and Cognition", P. Nester, J. Kilpatrick (eds), Cambridge: Cambridge University Press/ (trans.) *Research Dimension of Mathematics Teaching*, **1** (1996) 93-135.
2. Tzanakis & K., Kourkoulos, M., 2000, (in Greek) "The provision of mathematical education and the characteristics of mathematical thinking: The case of Euclidean Geometry", *Contemporary Education* **111**, 67-74 & **112**, 61-74.
3. Tzanakis, K., Kourkoulos, M., Theologitou, K. 2000, (in Greek) "Euclidean geometry in primary school", *Contemporary Education*, **113**, 65-76 & **114**, 77-81 (2000).

4. K. Hadjikyriakou, (in Greek) *Numbers, Sets, Shapes: Mathematics for the Teacher*, Sofia Publications, Thessaloniki 2008.
5. Toumasis, M., 1994, (in Greek) *Contemporary Didactics of Mathematics*, Athens: Gutenberg.
6. E. Koleza, (in Greek) *Mathematics and School Mathematics*, Ellinika Grammata 2006.
7. M. Toumasis, (in Greek) *How to activate children in the lesson of Mathematics*, Kostogiannos Publications, Chalkida, 1999.
8. R. B. Nelsen, *Proofs without words*, Savvala Publications, Athens 1996.

E01 07 Y Methodology of Mathematics teaching in Primary School

Compulsory 3rd semester

GENERAL

SCHOOL	FACULTY OF EDUCATION		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	E01 07 Y	SEMESTER OF STUDIES	3 rd
COURSE TITLE	Methodology of Mathematics teaching in Primary School		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS		CREDITS
Lectures and teaching exercises	3		4
COURSE TYPE general background, special background, specialised general knowledge, skills development	Scientific Area, Background (Compulsory)		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignments and personal study)		
ONLINE COURSE PAGE (URL)	https://eclass.edc.uoc.gr/courses/PTDE154/		

LEARNING OUTCOMES

Learning Outcomes
The main purpose of the course is the comprehension of basic elements of the pupils' learning path as well as the relevant teaching approaches related to central issues of the Primary School Mathematics Curriculum (additive structures, multiplicative structures, Geometry). At the same time, some elements of Didactic theory are examined, which are important concerning the interpretation and deeper understanding of pupils' learning behaviour in Mathematics as well as for the relevant teaching work. Upon successful completion of the course, the students will: - understand basic elements of the pupils' learning path as well as teaching approaches related to additive structures, multiplicative structures and Geometry - understand the place and importance of these topics in the context of the Mathematics Curriculum in the Primary School as well as their role in the continuation of the pupils' learning path after Primary School

- understand certain elements of Didactic theory which are important in terms of interpretation and deeper understanding of learning and teaching Mathematics
- understand basic difficulties and the corresponding mistakes of pupils regarding the teaching issues of Mathematics examined
- be able to construct problems, exercises, tests, and other teaching materials as well as design relevant teaching activities that can be used in teaching these topics
- are aware of important alternative forms of teaching mathematics as well as of the importance of integrating such forms of teaching into the context of routine classroom work
- are able to critically examine proposed teachings approaches and teaching materials related to the mathematics teaching issues examined taking into account the relevant difficulties of the students and the teaching approaches they know, the elements of Didactic theory examined and the position of these topics in the context of the Mathematics Curriculum in Primary School
- are able to study further, in an autonomous way, regarding the learning and teaching of Mathematics in Primary School.

General Competences

- Autonomous Work
- Teamwork
- Problem solving
- Problem posing.
- Understanding others and communicating
- Critical Thinking

SYLLABUS

(i) Elements of Teaching Theory: Constructivism concerning the learning and teaching Mathematics, conceptual area and problems' area of mathematics teaching subjects, the concept image of the student for the subjects taught, difficulties and obstacles (ontogenetic, epistemological, didactic,...) encountered by students and their role in learning mathematics, the students' mistakes and their meaning, registers of semiotic representations of mathematical concepts and the importance of their interplay in the learning of these concepts. The sociocultural approach to the teaching and learning of mathematics, the classroom as a learning community in mathematics, the concept of the Teaching Contract, the Didactic Transformation in mathematics ((a) the knowledge of specialists, (b) the official knowledge of the Curricula, (c) the knowledge actually taught and the transformations from (a) to (b) and from (b) to (c)). (The elements of Didactic theory are discussed at an introductory level during two three-hour meetings, then used and reviewed in combination with the other elements of the course material)

(ii) Discussion on the construction of the concept of number. Teaching approaches and teaching methodology regarding: the introduction of the concept of number, additive structures: introduction of addition and subtraction, addition and subtraction with small numbers, addition and subtraction with larger numbers and the algorithms of addition and subtraction, the problems' area of addition and subtraction and their categorization and classification. The characteristics and limitations of the existing Mathematics Curriculum of Primary School regarding additive structures. (Two three-hour meetings.)

(iii) Teaching approaches and methodology regarding multiplicative structures: introduction of multiplication and division, the learning of the multiplication table, the

algorithms of multiplication and division, the area of problems solved by a multiplication or a division and their categorization and classification, problems of proportionality and problems of inverse proportionality. The characteristics and limitations of the existing Mathematics Curriculum in Primary School regarding multiplicative structures. (Two three-hour meetings.)

(iv) Teaching approaches and methodology regarding arithmetic expressions and priority of operations. (A three-hour meeting.)

(v) The evolution of the students' geometric thinking, characteristics of the teaching of geometry and their importance in the development of the students' geometric thinking. Teaching approaches regarding some basic topics of the Curriculum of Geometry in Primary School (the concept of angle, vertical and parallel lines, triangles, rectangles, circle, areas). Educational software for Geometry and their didactic use. The epistemological difference between empirical and Euclidean Geometry and its importance, the difficulties and obstacles that students encounter in their introduction to Euclidean Geometry. The characteristics and limitations of the existing Curriculum of Primary School regarding Geometry. The role and importance of the work done in Primary School concerning the continuation of students' learning trajectory in Geometry in secondary education. (Three three-hour meetings.)

(vi) Elements on the pedagogical interest and potential concerning the utilization of History of Mathematics in the teaching of Mathematics. (A three-hour meeting.)

(vii) Alternative forms of teaching Mathematics: Teamwork teaching, differentiated teaching, discovery teaching and learning, self-correction and self-learning teaching activities. (Two three-hour meetings.)

TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY METHOD	In the classroom (face-to-face teaching)		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	- educational software - course website - electronic communication with students		
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS credits
	Lectures and Classroom Exercises	3 X 13 = 39	1,56
	Short individual assignments (Didactical assignments)	26	1,04
	Autonomous Study	35	1,4
	Course Total	100	4
STUDENT EVALUATION	(i) Final exam (short answer questions, problem solving). This examination is graded out of ten. (ii) Short written individual assignments. The whole of short written individual assignments are graded out of two.		

	The student's final grade is obtained by adding the grades of (i) and (ii) unless the sum exceeds ten in which case the student's grade is ten (best grade).

RECOMMENDED-BIBLIOGRAPHY

Suggested Bibliography:

Koleza Ev. (2017). (in Greek) *Theory and Practice in Mathematics Teaching* (2nd Edition). Athens: Gutenberg Publications

Lemonidis Ch. (2025). (in Greek) *A walk in learning elementary arithmetic* (2nd Edition). Thessaloniki: Kyriakidis Bros Publications.

Van de Walle J., Lovin L., Karp K., Bay-Williams J. (2017). *Mathematics from Kindergarten to Junior High School: Child-centered teaching and its development* (editor: T. Triantaphyllides, translation in Greek: A. Griva). Athens: Gutenberg Publications.

E01 08 Topics of the Primary School Mathematics Curriculum

Compulsory, 2nd Semester

GENERAL

SCHOOL	FACULTY OF EDUCATION		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	E01 08 Y	SEMESTER OF STUDIES	2nd
COURSE TITLE	<i>Topics from the Primary School Mathematics Curriculum</i>		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS		CREDITS
Lectures and Exercises	6		4
COURSE TYPE	Scientific Area, Background (Compulsory)		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignments and personal study)		
ONLINE COURSE PAGE (URL)	https://eclass.edc.uoc.gr/courses/PTDE151/		

LEARNING OUTCOMES

Learning Outcomes
- Main purpose of the course is the understanding, learning and deepening regarding some basic topics from the Primary School Mathematics Curriculum (PSMC), which present significant difficulties for students and teachers according to Didactic research. (Topics of Arithmetic of Integers -identity of the Euclidean division, properties of divisibility, Greatest Common Divisor (GSD), Least Common Multiple (LCP)-, fractions, decimals, problems of proportionality and of inversely proportional, percentages). - At the same time, teaching proposals and basic elements for the teaching of these topics are discussed, as well as significant difficulties encountered by students during their learning, the place and importance of these topics in the context of the Primary School Mathematics Curriculum as well as the role and importance of their learning in the continuation of the students' learning path after Primary School. Upon successful completion of the course, students will: - have a mathematical background necessary for the teaching of the aforementioned topics of mathematics of Primary School - be able to answer the mathematical questions and queries of the pupils concerning these topics - know teaching suggestions and basic elements for the teaching of these topics

- be aware of the basic difficulties that students encounter concerning the examined topics - understand the place and importance of these topics in the context of the Primary School Mathematics Curriculum as well as their role in the continuation of the students' learning path after Primary School - be able to solve in different ways the problems related to these topics, to explain these solutions as well as to check the correctness of the pupils' solutions - be able to construct problems and exercises suitable for use in the teaching of these topics - be able to critically examine proposed teaching approaches and teaching materials related to the examined topics taking into account the relevant difficulties of the students and the teaching proposals they will be familiar with, as well as the position of these units in the context of the Primary School Mathematics Curriculum and their role in students' learning path in mathematics - be able to study further, in an autonomous way, regarding the mathematical content and didactics of these topics.
General Competences
• Autonomous Work • Teamwork • Problem solving • Ability to use inductive and deductive methods to draw conclusions • Problem posing. • Understanding others and communicating • Critical Thinking

COURSE CONTENT

1st Unit (A three-hour lecture and a three-hour exercise). Presentation of the purpose and structure of the course. Discussion and exercises on: Euclidean division, certain properties of divisibility and their proofs (if a divides b and b divides c then a divides c, if a divides b and c then it divides $b+c$), prime and composite numbers, analysis of positive integers into product of prime factors. 2nd Unit (A three-hour lecture and a three-hour exercise) Discussion and exercises on: the criterion of the square root for the identification of primality of numbers, the Sieve of Eratosthenes, the proof that prime numbers are infinite, the LCM (its definition and applications, finding of the LCM using the analysis into product of prime factors), the GCD (its definition and applications, finding of the GCD using the analysis into product of prime factors), practical problems involving the LCM and the GCD, software for the analysis in product of prime factors and the search for large prime numbers and their educational versions as well as their applications. 3rd Unit (A three-hour lecture and a three-hour exercise) Discussion and exercises on: the property $CM(a,b) = m \times LCM(a,b)$, the property $CD(a,b) = m \times GCD(a,b)$, Euclid's algorithm for finding the GCD for two or more positive integers, comparison of the GSD finding algorithms. 4th Unit (A three-hour lecture and a three-hour exercises) Discussion and exercises on: the properties of LCM ($l \times a, l \times b = l \times LCM(a,b)$), $GCD(l \times a, l \times b) = l \times GCD(a,b)$ and their extension for more than two positive integers, the properties $LCM(a,b,c) = LCM(LCM(a,b),c)$,

$GCD(a,b,c) = GCD(GCD(a,b),c)$ and their extension for more positive integers, the property $LCM(a,b) = a \times b / GCD(a,b)$ and its applications (especially the LCM finding algorithm based on this property and the Euclid algorithm for the GCD), the comparison of the LCM finding algorithms.

5th Unit (A three-hour lecture and a three-hour exercise) Discussion and exercises on: software that applies the algorithms discussed in the previous lessons (spreadsheets, educational software) and their didactic use, properties of numbers that are congruent modulo n , the divisibility criteria, the "cross criterion" for the control of multiplication and its extension for division.

6th Unit (A three-hour lecture and a three-hour exercise) Discussion and exercises on: the basic aspects of the concept of fraction, the introduction of the concept of fraction in the Primary School Mathematics Curriculum, the concept of equivalent fractions and the algorithm for converting two heteronymous fractions into homonyms, the concept of addition and subtraction of fractions, the algorithms of addition and subtraction of fractions, problems of addition and subtraction of fractions.

7th Module (A three-hour lecture and a three-hour exercises) Discussion and exercises on: the concept of multiplication and division of fractions, the algorithms of multiplication and division, problems solved by one multiplication or one division of fractions.

8th Unit (A three-hour lecture and a three-hour exercise) Discussion and exercises on: composite problems of multiplications and divisions of fractions, the concept of decimal numbers, the algorithms of decimal number operations, criteria for controlling the correctness of decimal number operations.

9th Unit (A three-hour lecture and a three-hour exercise) Discussion and exercises on: the concept of percentages, percentage problems, the comparison of decimal and fractional writing. Recapitulation of the discussion on fractions and decimals. Brief discussion about real numbers and their classification.

10th Unit (A three-hour lecture and a three-hour exercise) Discussion and exercises on: the concept of proportionality, properties of proportional quantities, problems of proportionality and how to solve them, how to distinguish quantities involved in a problem that are proportional from quantities that are not proportional.

11th Unit (A three-hour lecture and a three-hour exercise) Discussion and exercises on: the concept of inversely proportional quantities, properties of inversely proportional quantities, problems of inversely proportional quantities and the ways to solve them. Proportional and inversely proportional quantities as functions, the algebraic expressions of these functions, the graphical representations of these functions,

12th Unit (A three-hour lecture and a three-hour exercise) Discussion and exercises on: The multiple-proportional quantities and how to solve relevant problems.

13th Unit (A three-hour lecture and a three-hour exercise) Discussion and exercises on: the formulas and relationship of proportional and inversely proportional quantities, the types of multiple-proportional quantities and their consideration as functions of many variables.

The teaching activities of the course are organized as follows:

- (i) In each lecture the following are discussed: the mathematical content of the topics examined, their place and significance in the context of the Primary School Mathematics Curriculum as well as important relevant weaknesses of the Primary School Mathematics Curriculum if they exist (also at the beginning and end of broader units the importance and role of learning these units in terms of students' learning path in mathematics is discussed), Teaching suggestions and basic elements for the teaching of the examined topics are discussed, as well as basic difficulties encountered by students during their learning.

(ii) In the three-hour period of exercises corresponding to each lecture: consolidation exercises are carried out as well as heuristic exercises related to the mathematical content of the topics examined in the corresponding lecture, teaching exercises are carried out (construction of problems or collections of problems that can be used in the teaching of these topics, formulation of proposals for the didactic management of problems constructed, critical examination of relevant material of the school textbooks), preparation of tests regarding the results of the teaching of these topics or regarding the relevant pupils' background before their teaching, discussion of pupils' errors and misinterpretations and formulation of suggestions for explanations or teaching activities related to them)

As part of the exercises, students are given weekly assignments (mathematical and didactic exercises), students who choose to do them should deliver them the following week.

TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY METHOD	In the classroom (face-to-face teaching)		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	- Spreadsheets, educational software - Course website - Electronic communication with students		
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS credits
	Lectures and Classroom Exercises	6 X 13 = 78	2,6
	Short individual assignments (mathematical and didactic exercises)	21	0,7
	Autonomous Study	21	0,7
	Course Total	120	4
STUDENT EVALUATION	(i) Final examination (short answer questions, problem solving). This examination is graded out of ten. (ii) Short written individual assignments. The whole of short written individual assignments are graded out of two. The student's final grade is obtained by adding the grades of (i) and (ii) unless the sum exceeds ten in which case the student's grade is ten (best grade).		

RECOMMENDED-BIBLIOGRAPHY

Suggested Bibliography:

Koleza Evgenia (2000). *Epistemological and Didactic Approach to Elementary Mathematical Concepts*. Athens: Leader Books

Kourkoulos Michalis (2016). *Number theory elements for teachers in primary and secondary education*. Thessaloniki: Kyriakidis Bros Publications S.A.

Van de Walle J., Lovin L., Karp K., Bay-Williams J. (2017). *Mathematics from Kindergarten to Junior High School: Child-centered teaching and its development* (editor: T. Triantaphyllides, translation: A. Griva). Athens: Gutenberg Publications.

E01 11 Alternative forms of teaching Mathematics in Primary School

GENERAL

SCHOOL	FACULTY OF EDUCATION		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	E01 11	SEMESTER OF STUDIES	
COURSE TITLE	Alternative forms of teaching Mathematics in Primary School		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
COURSE TYPE	Scientific Area		
PREREQUISITE COURSES:	It is recommended that the introductory compulsory course E01Π08: Topics from the Primary School Mathematics Curriculum have preceded		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignments and personal study)		
ONLINE COURSE PAGE (URL)			

LEARNING OUTCOMES

Learning Outcomes
The aim of the course is to stimulate and strengthen students' interest in the teaching of Mathematics through the presentation of situations that encourage students' reflection and active engagement, either independently or alongside the content of the official curriculum. The main objectives of the course are for students to: become familiar with basic yet significant alternative approaches to Mathematics teaching and understand the importance of integrating them into everyday classroom practice, understand certain fundamental issues in Mathematics Education that are crucial for interpreting and gaining a deeper understanding of the learning and teaching of elementary Mathematics, develop the ability to design simple problems, exercises, tests, and other teaching materials, as well as to plan related instructional activities that can be used in the teaching of elementary Mathematics in a way that attracts and engages students' interest.
General Competences
Upon successful completion of the course, students: - know important alternative forms of teaching mathematics and the importance of integrating such forms of teaching into the context of routine work in the classroom,

- understand basic issues of the teaching of Mathematics, which are important in terms of interpretation and deeper understanding of the learning and teaching of elementary Mathematics,
- can construct simple problems, exercises, tests and other teaching materials as well as design relevant teaching activities that can be used in the teaching of elementary mathematics, in a way that engages students and stimulates their interest,
- are able to study further, in an autonomous way, on issues related to the learning and teaching of Mathematics in primary school

COURSE CONTENT

Brief outline

Given that the course aims to activate students' interest in the teaching of Mathematics through the presentation of situations that encourage students' reflection and engagement, either independently or alongside the official curriculum, both theoretical and practical topics are analysed and presented, such as:

- Teaching through illustrated problems
- Situations that encourage reflection and inquiry
- Open-ended problems and their teaching; discovery-based teaching and learning of mathematics
- Differentiated teaching in mathematics
- Problems solving and changing of conceptual framework
- Teaching using adequate software
- Teaching mathematical concepts through theatrical play (dramatization)
- Aesthetic education and mathematics
- The use of mathematical games in teaching and learning mathematics
- Structured presentation of exercises and problems
- Transformations of plane figures
- Interdisciplinary approaches to problem situations, etc.

The above list is indicative rather than exhaustive and may be enriched according to the audience and the specific interests of the participants.

TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY METHOD	In the classroom: (face-to-face teaching)		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	YES • Support of the learning process through the electronic platform <i>e-class</i> (posting of extended notes, consolidation exercise booklets, additional material from the bibliography, etc.). • Using Educational Software • Communication with students through the electronic platform <i>e-class</i>		
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS credits
	Lectures and Classroom Exercises	3 X 13 = 39	1,56

	Short individual assignments (Teaching exercises)	26	1,04
	Independent Study	35	1,4
	Course Total	100	4
STUDENT EVALUATION	(1) Final exam (short answer questions, problem solving). This examination is graded out of ten. (2) Short written individual assignments. The whole of short written individual assignments are graded out of two. The final grade of the student is obtained by adding the grades of (1) and (2) unless the sum exceeds ten in which case the student's grade is ten (best grade). Ensuring transparency in the evaluation of student performance: Students are informed from the beginning of the semester about the method of their evaluation and have access to their written exam after the examinations, while a detailed description of the taught and examinable material is communicated to them well before the examination period.		

RECOMMENDED-BIBLIOGRAPHY

Suggested Bibliography:

1. J. Van de Walle, L. Lovin, K. Karp, J. Bay-Williams, *Mathematics from Kindergarten to High School: Child-centered teaching and its development* (edited by T. Triantaphyllides, translated by A. Grivas), Gutenberg Publications, Athens, 2017.
2. G. Thomaidis, G. Rizos, (in Greek) *Path of mathematical thought: Historical and realistic problems of mathematics for the classroom*, Mavridis Publications, Thessaloniki 2017.
3. E. Koleza, (in Greek) *Thought Pieces in Elementary Mathematics*, Gutenberg Publications, Athens 2020.
4. M. Toumasis, (in Greek) *How to activate children in the lesson of Mathematics*, Kostogiannos Publications, Chalkida, 1999.
5. C. Lemonidis, (in Greek) *A new proposal for teaching Mathematics in the first grades of the Primary School*, Patakis Publications, Athens 2003.
6. F. Kalavasis & A. Moutsios-Rentzos, (in Greek) *Between the Part and the Whole: Reflective Construction of Mathematical Concepts*, Gutenberg Publications, Athens, 2015.
7. M. Toumasis, (in Greek) *Modern Didactics of Mathematics*, Gutenberg Publications, Athens, 1999.
8. E. Koleza, (in Greek) *Mathematics and School Mathematics*, Ellinika Grammata 2006.
9. Tzekaki, M. (ed.), (in Greek) *Alternative Teaching Approaches for the Teaching of Mathematics*. Thessaloniki: Self-published, 2000.

E01 12 Mathematical Games in Contemporary mathematics Teaching

GENERAL

SCHOOL	FACULTY OF EDUCATION		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	E01 12	SEMESTER OF STUDIES	
COURSE TITLE	Mathematical Games in Contemporary mathematics Teaching		
INDEPENDENT TEACHING ACTIVITIES		TEACHING WEEKS	CREDITS
Lectures, Exercises, Presentations and discussion of student assignments		3	5
COURSE TYPE	Scientific Area		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignments and personal study)		
ONLINE COURSE PAGE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU183/		

LEARNING OUTCOMES

Learning Outcomes
Upon successful completion of the course, the student will be able to: - Understand the potential that mathematical games offer for the development of mathematical skills, the acquisition of knowledge, and the cultivation of a positive attitude toward Mathematics. - Understand the processes and methods for integrating and utilizing mathematical games in the classroom during mathematics lessons, as well as in other contexts (such as in the family environment, and during students' leisure time). - Be familiar with the main categories of mathematical games (logic, geometry, arithmetic, combinatorics, and probability games). - Be able to critically analyze and evaluate mathematical games in terms of the mathematical skills and content they involve, the background and age of the students they target, and the conditions and resources required for implementing the related activities. - Be able to design activities that use mathematical games, which can be applied in the classroom or in other contexts (family environment, students' free time). - Be able to modify existing mathematical games and create variations of them in order to adapt them to different student age groups and learning environments.

- Be able to carry out further autonomous study and research regarding mathematical games and their educational applications.
General Competences
• Autonomous Work • Teamwork • Problem solving • Problem posing. • Understanding others and communicating • Critical Thinking

COURSE CONTENT

- Introductory discussion on mathematical games and the potential they offer for developing mathematical skills, acquiring knowledge, and fostering a positive attitude toward Mathematics. <i>(One three-hour session)</i> - Discussion of selected logic games (such as NIM, Mastermind, Minesweeper, etc.), including analysis of their mathematical content and didactic analysis regarding their educational potential. Assignment of related tasks to students. <i>(Two three-hour sessions)</i> - Discussion of geometric puzzles, analysis of their mathematical content, relevant historical references, didactic analysis concerning their educational application. Assignment of related tasks to students. <i>(Two three-hour sessions)</i> - Discussion on the possibilities offered by computers and the Internet in relation to mathematical games. <i>(One three-hour session)</i> - Discussion of arithmetic puzzles, analysis of their mathematical content, relevant historical references, didactic analysis regarding their educational use. Assignment of related tasks to students. <i>(One three-hour session)</i> - Discussion of combinatorics and probability puzzles and games, analysis of their mathematical content, relevant historical references, didactic analysis concerning their educational application. Assignment of related tasks to students. <i>(Two three-hour sessions)</i> - Discussion of educational activities involving mathematical games designed and proposed by students, which can be implemented in the classroom or in other contexts (such as family environment, or students' leisure time). <i>(Two three-hour sessions)</i> - Discussion of teaching activities with mathematical games, designed by students and carried out with primary school pupils. <i>(Two three-hour sessions)</i>

TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY METHOD	In the classroom (face-to-face teaching)
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	-Educational websites with math games -Spreadsheets -Geometry educational software (Geometer sketchpad) -Course website -Electronic communication with students

TEACHING ORGANIZATION	Activity	Semester Workload	ECTS credits
	Lectures and Classroom Exercises	3 X 13 = 39	1,56
	Short individual assignments (consolidation and further investigation exercises)	26	1,04
	Semestrial individual assignment	35	1,4
	Autonomous Study	25	1
	Course Total	125	5
STUDENT EVALUATION	Short written individual assignments (consolidation exercises and further investigation) (20%) Semestrial individual assignment (60%) Presentation of the student's assignments (short assignments and part of semestrial individual assignment) (20%)		

RECOMMENDED-BIBLIOGRAPHY

Suggested Bibliography:

Bold B. (1990). *Mathematical Puzzles* (Volumes 1, 2 and 3) (editor: G. Bakoleva, translation in Greek: A. Niyannis). Athens: Katoptro Publications.

Djaouti D., Alvarez J., Jessel, J.P. (2011) [Classifying Serious Games: the G/P/S model](#), in Patrick F. (Ed), *Handbook of Research on Improving Learning and Motivation through Educational Games: Multidisciplinary Approaches* (118-136). Ireland: Waterford Institute of Technology.

Egenfeldt-Nielsen S. (2005). *Beyond Edutainment Exploring the Educational Potential of Computer Games*. IT-University of Copenhagen

Kraus W. (1982) The use of problem-solving heuristics in the playing of games involving mathematics. *Journal for Research in Mathematics Education*, 13 (3), 172-182.

Lee K. (1996). The use of mathematical games in teaching primary mathematics. *The Mathematics Educator*, 1 (2) 172-180.

Lemonidis Ch. (2016). *A walk in learning elementary arithmetic*. Thessaloniki: Kyriakidis Bros Publications.

Lowrie T., Jorgensen R. (Eds) (2015). *Digital Games and Mathematics Learning*. NY: Springer.

Plass J., Homer B., Kinzer C. (2015) Foundations of Game-Based Learning. *Educational Psychologist*, 50 (4), 258-283.

Prensky M. (2009). *Digital game-based learning* (editor: M. Meimaris, translation in Greek: K. Papastavrou). Athens: Metaichmio

Svingby G., Nilsson E. (2011). Research Review: Empirical Studies on Computer Game Play in Science Education, in Patrick F. (Ed), *Handbook of Research on Improving Learning and*

Motivation through Educational Games: Multidisciplinary Approaches (1-28). Ireland: Waterford Institute of Technology.

Van den Heuvel-Panhuizen M. et al. (2013) Primary school students' strategies in early algebra problem solving supported by an online game. *Educational Studies of Mathematics*, 84 (3), 281-307.

Van de Walle J., Lovin L., Karp K., Bay-Williams J. (2017). *Mathematics from Kindergarten to Junior High School: Child-centered teaching and its development* (editor: T. Triantaphyllides, translation in Greek: A. Griva). Athens: Gutenberg Publications.

Zhang M. (2015). Understanding the relationship between interest in online math games and academic performances. *Journal of Computer Assisted Learning* 31(3), 254-267

E01 14 Topics of teaching and learning mathematical concepts in the first grades of Primary School

GENERAL

SCHOOL	FACULTY OF EDUCATION		
SECTION	DEPARTMENT OF PRIMARY EDUCATION		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	E01 14	SEMESTER OF STUDIES	4 th and above
COURSE TITLE	<i>Topics of teaching and learning mathematical concepts in the first grades of Primary School</i>		
INDEPENDENT TEACHING ACTIVITIES	TEACHING WEEKS		CREDITS
Lectures and teaching exercises, Presentations and discussion of student assignments	3		5
COURSE TYPE	Scientific Area, Background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (with assignments and personal study)		
ONLINE COURSE PAGE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU182/		

LEARNING OUTCOMES

Learning Outcomes
• Upon successful completion of the course, the student will: • understand the learning trajectory of pupils in mathematics during the early grades of primary school. • understand the main difficulties that pupils encounter along their learning trajectory in mathematics during the early grades of primary school. • understand the basic teaching approaches related to the aforementioned learning trajectory of pupils. • understand the possibilities offered by the use of ICT (Information and Communication Technologies) in the teaching of mathematics in the early grades of primary school. • be able to critically examine proposed lessons and teaching materials related to the teaching of mathematics in the early grades of primary school, taking into account pupils' learning difficulties, known teaching approaches, and relevant elements of didactic theory.

• be capable of designing teaching activities and developing corresponding teaching materials that can be used in teaching mathematical topics in the early grades of primary school. • be able to pursue further autonomous study regarding the learning and teaching of mathematics in the early grades of primary school.
General Competences
• Autonomous Work • Teamwork • Problem solving • Problem posing. • Understanding others and communicating • Critical Thinking

COURSE CONTENT

(i) Discussion on the construction of the concept of number (ordinal and cardinal). Difficulties encountered by pupils, teaching approaches and methodology concerning the introduction of the concept of number. Assignment of related tasks to students. (One three-hour session) (ii) Discussion on the introduction of addition and subtraction, addition and subtraction with small numbers, addition and subtraction with larger numbers, algorithms of addition and subtraction. (Two three-hour sessions) (iii) Discussion on the area of problems of addition and subtraction, including their categorization and classification. Discussion of the characteristics and limitations of the current Primary School Curriculum with regard to additive structures. Assignment of related tasks to students. (One three-hour session) (iv) Discussion on the introduction of multiplication and division, the difficulties pupils encounter, and the corresponding teaching approaches. Discussion on learning the multiplication tables. Discussion on learning the properties of multiplication and division. Discussion on the teaching and learning of multiplication and division algorithms. Assignment of related tasks to students. (Two three-hour sessions) (v) Discussion regarding the area of problems solved by one multiplication or one division, their categorization and classification, the difficulties encountered by students and the relevant teaching approaches. Discussion on the characteristics and limitations of the existing Primary School Curriculum regarding multiplicative structures. Assignment of relevant tasks to students. (A three-hour meeting) (vi) Discussion on the development of pupils' geometric thinking in the early grades of primary school, the characteristics of geometry teaching at these levels and its importance for the further development of pupils' geometric thinking. Discussion of teaching approaches for selected core topics of the Primary School Geometry Curriculum in the early grades (measurement of length, introduction to triangles, quadrilaterals, parallelograms, the concept of area, measuring area, the area of a rectangle). Discussion on educational software for Geometry and its pedagogical use in the early grades of primary school. Discussion on the characteristics and limitations of the current Primary School Curriculum concerning Geometry in the early grades. Assignment of related tasks to students. (Two three-hour sessions)

(vii) Presentation and discussion of students' assignments concerning the construction of the concept of number, additive structures, and multiplicative structures. (Two three-hour sessions)
(viii) Presentation and discussion of students' assignments concerning multiplicative structures and Geometry. (Two three-hour sessions)

TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY METHOD	In the classroom (face-to-face teaching)		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	- educational software - educational websites - Course website - electronic communication with students		
TEACHING ORGANIZATION	Activity	Semester Workload	ECTS credits
	Lectures and Classroom Exercises	3 X 13 = 39	1,56
	Short individual assignments (exercises of consolidation and further investigation)	26	1,04
	Semestrial individual assignment	35	1,4
	Autonomous Study	25	1
	Course Total	125	5
STUDENT EVALUATION	Short individual assignments (exercises of consolidation and further investigation) (20%) Semestrial individual assignment (60%) Presentation of the student's assignments (short assignments and part of semestrial individual assignment) (20%)		

RECOMMENDED-BIBLIOGRAPHY

<i>Suggested Bibliography:</i> Kalavasis F. & Moutsios-Rentzos A. (2015). (in Greek) <i>Between the part and the whole: Reflective construction of mathematical concepts</i>. Athens: Gutenberg Publications. Karantzinis, Thomas (2002). (in Greek) <i>The evolution of mathematical concepts in children aged 4 - 7 years: the case of axial symmetry</i>. University of Ioannina (PhD thesis). Koleza Ev. (2017). (in Greek) <i>Theory and Practice in Mathematics Teaching</i> (2nd Edition). Athens: Gutenberg Publications Lemonidis Ch. (2003) (in Greek) <i>A new proposal for teaching Mathematics in the first grades of Primary School</i>, Patakis Publications, Athens

Lemonidis Ch. (2016). (in Greek) *A walk in learning elementary arithmetic*. Thessaloniki: Kyriakidis Bros Publications.

Tzekaki, M. (2007). (in Greek) *Young children, big mathematical meanings*. Athens: Gutenberg.

Tzekaki, M. (2010). (in Greek) *Mathematics Education for preschool and early school age*. Thessaloniki: Libra.

Van de Walle J., Lovin L., Karp K., Bay-Williams J. (2017). *Mathematics from Kindergarten to Junior High School: Child-centered teaching and its development* (editor: T. Triantaphyllides, translation: A. Griva). Athens: Gutenberg Publications.

E02 Natural Sciences

E02 02 Y Basic Concepts of Physics

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E02 02 Y	SEMESTER	2nd
COURSE TITLE	<i>Basic Concepts of Physics</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDIS
Lectures		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background (Compulsory)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English through assignment and independent study)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU105/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
- Define fundamental concepts and phenomena in Physics and Chemistry. - Interpret basic physical and chemical phenomena. - Identify core ideas and general principles underlying physical phenomena. - Operate laboratory instruments and conduct experimental procedures, demonstrating appropriate safety and maintenance practices. - Collect and analyse experimental data using relevant mathematical tools.

General Competences	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...
	
- Interpretation of physical phenomena using scientific reasoning. - Design and development of investigations for the study of phenomena using experimental techniques.	

SYLLABUS

- Physical quantities & units of measurement; vector & scalar quantities; graphical representation of physical quantities. - Mechanics: Types of motion, composition & resolution of forces, Newton's laws, work–energy, conservation of energy, rotational motion, angular momentum, torque. - Electromagnetism: Atomic structure, methods of electrification, conductors–insulators, Coulomb's law, electric field, potential, DC circuits, resistors & Ohm's law, electric power. - Thermodynamics: Heat–temperature, thermal conductors & insulators, thermal expansion, heat transfer, phase changes. - Fluid Mechanics: Pressure, hydrostatic & atmospheric pressure, buoyancy, Bernoulli's principle. - Waves: Characteristics of oscillatory motion, types of waves, wave properties, sound waves. - Optics: Nature of light, reflection, refraction, diffraction, dispersion, colours.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of laboratory microcomputer systems (electronic sensors, smart devices, data acquisition and analysis software). - Use of ICT in teaching (projector, online applications). - Support of learning through the e-class platform. - Electronic communication with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	Activity	Semester workload
	Lectures	39 hours

<i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Laboratory exercises & assignments	12 hours
	Independent study	49 hours
	Course total	100 hours (4 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiplechoice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The evaluation is conducted in Greek. Final written examination: 100% of the final grade. Additional evaluation through laboratory performance (oral examination, assessment of experimental skills, assessment of post-lab assignments).	

ATTACHED BIBLIOGRAPHY

- Hewitt, P. G. (2005). Conceptual Physics. University of Crete Press (Greek edition).
- Halliday, D., Resnick, R., & Walker, J. (2014). Physics. Gutenberg (Greek edition).

E02 03 Physics in the Modern World and Education

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E02 03	SEMESTER	3rd year and above
COURSE TITLE	<i>Physics in the Modern World and Education</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Teaching activity Weekly teaching hours		Weekly teaching hours	Credits
Lectures		3	4
Tutorial exercises		3	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:	Recommended: E02 02 – Basic Concepts of Physics		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English through assignment and independent study)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDE102/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
- Understand the relevance of modern concepts, theories, and laws of Physics in everyday life, their influence on human perception of the world, and their technological applications. - Acquire specific technical knowledge regarding major concepts, theories, and

laws of modern Physics. - Recognize the importance and scope of quantitative and/or abstract (mathematized) descriptions of the physical world compared to everyday language. - Develop the ability to utilize simple pedagogical examples to engage students' interest regarding the role and importance of modern Physics in daily life, scientific understanding, and technology.	
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i> <i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i> 	
- Working independently - Teamwork - Respect for the natural environment - Decision making - Searching for, analyzing and synthesizing data and information using ICT - Production of free, creative and inductive thinking - Criticism and self-criticism - Adapting to new situations - Working in an interdisciplinary environment	

SYLLABUS

- Oscillations and wave phenomena. - Fundamentals of thermodynamics (temperature, heat, radiation, greenhouse effect). - Physics of the microscopic world (atomic models, quantum concepts, radioactivity, nuclear reactions). - Theory of Relativity (special and general).

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in teaching, including presentations and simulations. - Electronic communication with students. - Support of learning through e-class platform.	
TEACHING METHODS	Activity	Semester workload
	Activity	Semester workload

<i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Lectures	3 × 13 = 39 hours
	Independent study	61 hours
	Course total	100 hours (4 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The evaluation is conducted in Greek. The evaluation consists of a final written examination (100% of the final grade).	

ATTACHED BIBLIOGRAPHY

- Hewitt, P. G. (2005). Conceptual Physics. University of Crete Press.
- Halliday, D., Resnick, R., & Walker, J. (2014). Physics. Gutenberg Publishing.
- Oikonomou, E. (2016). Modern Physics Today, Vol. I. University of Crete Press.
- Oikonomou, E. (2010). Modern Physics Today, Vol. II. University of Crete Press.

E02 05 Experimental Physics and Chemistry

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E02 05	SEMESTER	5 th
COURSE TITLE	<i>Experimental Physics and Chemistry</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures & laboratory exercises		3	5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English with assignment and personal study)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU127/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
- Familiarization with the scientific method and its application in science teaching. - Understanding the role of experimentation in science education and different ways to integrate it. - Familiarity with analog and digital measuring instruments. - Practice in taking measurements with analog and digital tools. - Knowledge of data processing methods and error minimization. - Ability to create and interpret graphs.

- Ability to assemble experimental setups. - Understanding laboratory safety rules. - Selection of appropriate experimental methods, materials, and devices based on criteria such as safety and simplicity.																			
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td>.....</td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td>.....</td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>		<i>Production of new research ideas</i>	<i>Others...</i>		
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
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<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>																			
<i>Production of new research ideas</i>	<i>Others...</i>																		
																			
- Searching, analyzing and synthesizing data using ICT. - Working independently. - Teamwork																			

SYLLABUS

Week 1: Introduction to the seminar, scope, objectives, overview of basic concepts.
Week 2: The scientific method. Inquiry-based learning. Role of the teacher.
Week 3: Role of experimentation in teaching. School laboratory safety rules.
Week 4: Introduction to measurement, uncertainty, systematic and random errors, error reduction.
Week 5: Measurements with analog and digital tools, uncertainty, error propagation.
Week 6: Graphical representations.
Week 7: Laboratory instruments, assembling setups, data collection, report writing.
Week 8: Continuation of week 7 activities.
Week 9: Development of experiments addressing students' alternative conceptions.
Week 10: Continuation of conceptual-change experiments.
Week 11: Continuation and preparation of laboratory guide.
Week 12: Presentation of experiments and guide.
Week 13: Conclusions and overview.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face meetings.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching. - Use of microcomputer-based systems and wireless sensors. - Support via e-class platform. - Electronic communication with students.																	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table><tr><th><i>Activity</i></th><th><i>Semester workload</i></th><th>ECTS</th></tr><tr><td>Lectures</td><td>39</td><td>1.56</td></tr><tr><td>Weekly group assignments</td><td>36</td><td>1.44</td></tr><tr><td>Final group project</td><td>50</td><td>2</td></tr><tr><td>Course total</td><td>125</td><td>5</td></tr></table>			<i>Activity</i>	<i>Semester workload</i>	ECTS	Lectures	39	1.56	Weekly group assignments	36	1.44	Final group project	50	2	Course total	125	5
<i>Activity</i>	<i>Semester workload</i>	ECTS																
Lectures	39	1.56																
Weekly group assignments	36	1.44																
Final group project	50	2																
Course total	125	5																
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation conducted in Greek. Includes presentation of group project.																	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography: - Related academic journals: - Κουμαράς, Π. (2002). Οδηγός για την πειραματική διδασκαλία της Φυσικής [Guide to the Experimental Teaching of Physics]. Εκδόσεις Χριστοδουλίδη. - Τσελφές, Β. (2002). Δοκιμή και πλάνη [Trial and Error]. Εκδόσεις Καπόλα.

E02 06 Y Science Education (Didactics of Science)

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E02 06 Y	SEMESTER	3 rd
COURSE TITLE	<i>Science Education (Didactics of Science)</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background (Compulsory)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English with assignment and personal study)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU101/		

LEARNING OUTCOMES

Learning outcomes - The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. - Consult Appendix A - Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area - Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B - Guidelines for writing Learning Outcomes
- Recognize the concept of scientific literacy and the aims of teaching science. - Identify different learning theories related to science education and the characteristics of various teaching models (traditional, discovery-based, constructivist). - Identify students' alternative conceptions about the natural world and reveal learners' understandings of basic concepts and phenomena. - Use teaching strategies such as cognitive conflict, simple-material experiments, analog or digital measuring tools, and ICT-based simulations to support conceptual change.

- Recognize scientific processes and inquiry-based learning approaches. - Transform scientific content into teachable content. - Understand the structure and expectations of the primary school science curriculum. - Combine knowledge to design teaching scenarios and corresponding worksheets. - Apply these skills to specialized concepts and phenomena in Physics and Chemistry during optional workshop activities.																			
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td>.....</td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td>.....</td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>		<i>Production of new research ideas</i>	<i>Others...</i>		
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<i>Working in an interdisciplinary environment</i>																			
<i>Production of new research ideas</i>	<i>Others...</i>																		
																			
- Searching, analyzing and synthesizing data using ICT - Working independently - Decision-making																			

SYLLABUS

- Defining the field of Science Education. - Scientific literacy – aims of science teaching – science curriculum. - Learning theories in science education (cognitive and sociocultural approaches) – conceptual change. - Students’ ideas in science. - Science teaching models. - Phases of constructivist science teaching. - Teaching and learning through inquiry. - Didactical transformation of scientific content. - Science lesson design – teaching scenarios – worksheets.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	- Use of ICT in teaching. - Support of learning via e-class platform.

Use of ICT in teaching, laboratory education, communication with students	- Electronic communication with students.		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload	ECTS
	Lectures	39	1.56
	Independent study	61	2.44
	Course total	100	4
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation conducted in Greek. Includes final written examinations (100% of final grade).		

ATTACHED BIBLIOGRAPHY

- Suggested bibliography: - Related academic journals: - Χαλκιά, Κ. (2010). Διδάσκοντας Φυσικές Επιστήμες [Teaching Science]. Εκδόσεις Πατάκης. - Harlen, W. & Elstgeest, J. (2005). Διδασκαλία και μάθηση των φυσικών επιστημών στην πρωτοβάθμια εκπαίδευση [Teaching and Learning of Science in Primary Education]. UNESCO – Εκδόσεις Τυπωθήτω.

E02 07 Units from the Primary School Physics and Chemistry Curriculum

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E02 07	SEMESTER	4 th semester and above
COURSE TITLE	<i>Units from the Primary School Physics and Chemistry Curriculum</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English with assignment and personal study)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU125/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
- Identify and use students' ideas about basic concepts and phenomena in science when planning lessons. - Recognize and apply teaching models and strategies in science teaching. - Develop teaching plans for concepts and phenomena in Physics and Chemistry. - Apply theoretical knowledge of science teaching methodology to specialized concepts and phenomena in the primary school curriculum.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Searching, analyzing and synthesizing data with the use of ICT
- Working independently
- Decision-making

SYLLABUS

Week 1: Course introduction; scope and structure; overview of basic concepts.

Week 2: Constructivist view of learning; students' ideas in science.

Week 3: Constructivist teaching; strategies for science teaching.

Week 4: Matter and materials – structure of matter: scientific overview, students' ideas, teaching approaches.

Week 5: Heat (changes of state, heat transfer, expansion/contraction): scientific overview, students' ideas, teaching approaches.

Week 6: Fluid mechanics: scientific overview, students' ideas, teaching approaches.

Week 7: Sound – sound waves: scientific overview, students' ideas, teaching approaches.

Week 8: Light (propagation, reflection, refraction, absorption): scientific overview, students' ideas, teaching approaches.

Week 9: Static electricity: scientific overview, students' ideas, teaching approaches.

Week 10: Magnets – electromagnetism: scientific overview, students' ideas, teaching approaches.

Week 11: Energy (forms of energy; energy transformations): scientific overview, students' ideas, teaching approaches.

Week 12: Chemistry (mixtures – solutions): scientific overview, students' ideas, teaching approaches.

Week 13: Conclusions – review.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face meetings.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in teaching. - Support via e-class platform. - Electronic communication with students.

TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Independent study	61
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation conducted in Greek. Includes final written examinations (100% of final grade).	

ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> - Κασσέτας, Α. (2004). Το μήλο και το κουάρκ [The Apple and the Quark]. Εκδόσεις Σαββάλας. - Χαλκιά, Κ. (2010). Διδάσκοντας Φυσικές Επιστήμες [Teaching Science]. Εκδόσεις Πατάκη. - Driver, R., Squires, A., Rushworth, P., & Wood-Robinson, V. (2000). Οικοδομώντας τις έννοιες των Φυσικών Επιστημών [Building Scientific Concepts]. Εκδόσεις Τυπωθήτω. - Harlen, W. & Elstgeest, J. (2005). Διδασκαλία και μάθηση των φυσικών επιστημών στην πρωτοβάθμια εκπαίδευση [Teaching and Learning of Science in Primary Education]. UNESCO - <i>Related academic journals:</i>

E02 08 Biology

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E02 08	SEMESTER	
COURSE TITLE	Biology		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (with assignment in English and personal study)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
- To acquire basic scientific knowledge about living organisms, their structure and function so that they can understand the UNITY of all living organisms, plants, animals, fungi, bacteria, protozoa - Be able to relate the knowledge of Biology they have acquired to everyday life (e.g. health/illness, having children (fertilization/IVF), environmental effects on DNA (chemicals, pollution) in order to protect their health and that of their family members - To be able to formulate in scientific terms the evolution of species and humans - Have acquired a positive attitude towards science and scientific research

- To have learned from scientists (and women) from the History of Biology internationally and in our country. - Be able to use a microscope - Be able to use a stereoscope																		
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table><tr><td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr><tr><td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr><tr><td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr><tr><td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr><tr><td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr><tr><td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr><tr><td><i>Working in an interdisciplinary environment</i></td><td>.....</td></tr><tr><td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr><tr><td></td><td>.....</td></tr></table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>		<i>Production of new research ideas</i>	<i>Others...</i>		
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																	
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																	
<i>Decision-making</i>	<i>Respect for the natural environment</i>																	
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																	
<i>Team work</i>	<i>Criticism and self-criticism</i>																	
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																	
<i>Working in an interdisciplinary environment</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																	
																		
- Searching for valid and reliable information on the internet - Written and oral communication skills - Critical thinking - Respect for all forms of life																		

SYLLABUS

- Similarities of living organisms - The molecules of life_ Cell Structure - Structure and Function of DNA - How do Cells Reproduce? - Inheritance Standards - Human Reproduction (hormones in reproductive behavior-Assisted reproduction_ The human reproductive system-Factors affecting fertility - Evidence of Evolution - Early life forms and viruses (Evolution and disease, Before cells existed, The origin of the three domains, Viruses, Bacteria and Archaea, The protists) - Plants and fungi (Plant characters and evolution, Fungal characters and diversity, Fungal ecology - The evolution of human

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face meetings.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in teaching. - Laboratory education - Electronic communication with students.

TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	33
	Laboratory exercises	6
	Independent study	55
	Mandatory written tasks	6
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation conducted in Greek. Includes: - final written examinations (80% of final grade) - mandatory written tasks (20% of final grade)	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography: - Starr C, Evers C, Starr L. Biology. (2015) Basic Concepts and Principles, UTOPIA Publications - Allen M (2019) Misconceptions in Science in Primary Education. Gutenberg Publications. - Related academic journals:

E02 09 Human Biology

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E02 09	SEMESTER	6th and above
COURSE TITLE	<i>Human Biology</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (with assignment in English and personal study)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
To learn the basic structure and function of the human body: - The structure and function of the respiratory, circulatory, digestive, musculoskeletal, reproductive, and nervous systems. - To learn about some of the common human diseases associated with each of these systems.

- Learn ways to promote health - To understand the methodology of inquiry-based teaching and to practice its application - Be able to use a microscope.																		
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table><tr><td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr><tr><td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr><tr><td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr><tr><td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr><tr><td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr><tr><td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr><tr><td><i>Working in an interdisciplinary environment</i></td><td>.....</td></tr><tr><td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr><tr><td></td><td>.....</td></tr></table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>		<i>Production of new research ideas</i>	<i>Others...</i>		
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																	
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																	
<i>Decision-making</i>	<i>Respect for the natural environment</i>																	
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<i>Team work</i>	<i>Criticism and self-criticism</i>																	
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																	
<i>Working in an interdisciplinary environment</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																	
																		
- Searching for valid and reliable information on the internet - Written and oral communication skills - Collaboration and teamwork skills - Critical thinking - Respect for all forms of life																		

SYLLABUS

Cell-tissue-organ-system Human body: Bones. Osteoporosis. Muscular system. Nervous system. Sensory organs and senses (sight, hearing, taste, smell, touch). Circulatory system. Respiratory system. Digestive system. Mediterranean diet. Reproductive system. In vitro fertilization. Sexually transmitted diseases. Immune system. Viral infections (flu, common cold). Bacterial diseases Antibiotics. Cancer. Presentation of the use of MICROSCOPE in the study of human body tissues Teaching and learning about the human body through inquiry. The educational material of the European project PriSciNet for Primary School for teaching Natural Sciences through inquiry - PriSciNet Inquiry: "THE SECRETS OF THE HEART" Study of the change in heart rate in relation to exercise and rest

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face meetings.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	- Use of ICT in teaching. - Laboratory education

Use of ICT in teaching, laboratory education, communication with students	- Electronic communication with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Independent study	61
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation conducted in Greek. Includes final written examinations (100% of final grade).	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography: - Starr C, Evers C, Starr L. Biology. (2015) Basic Concepts and Principles, UTOPIA Publications - Gatt, S (2014) Inquiry-based science teaching activities for children 3- 11 years old. Greek edition. ELKE University of Crete - Related academic journals:

E02 10 Ecology

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E02 10	SEMESTER	
COURSE TITLE	<i>Ecology</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (with assignment in English and personal study)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
- To have understood the basic concepts of the structure and functioning of Ecosystems - To know the causes , the consequences and proposed solutions for the Environmental problems of the planet - To relate environmental problems with their way of life - To have acquired a positive attitude towards environmental protection

- Be willing to participate in solving environmental issues through changes in personal lifestyle
- To know the contribution of women scientists to the development of Science of ecology

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Searching for valid and reliable information on the internet
- Written and oral communication skills
- Collaboration and teamwork skills
- Critical thinking
- Respect for all forms of life

SYLLABUS

Basic Concepts

Systems and ecosystems – Living organisms – Abiotic factors – Populations – Interactions (predation, competition, symbiosis)

Structure and function of ecosystems: Energy flow - food chains - Biogeochemical cycles

- Ecological succession - Characteristic ecosystems (coastal, marine, ocean, lakes, wetlands, forest ecosystems, tundra, desert, Mediterranean scrub)

Environmental problems

Historical impact of man on the Biosphere, Forest fires, Erosion and desertification, coastal degradation. Biodiversity, flora, fauna, habitats. Greek ecosystems, characteristics and alterations.

Urban environment and related problems (noise pollution, green and open spaces. Urban solid waste, streams, nature in the city.

Chemical pollution (biocides, heavy metals, biomagnification and bioaccumulation).

Water

pollution. Air pollution (sources of air pollutants, acid rain, stratospheric ozone depletion, greenhouse effect, climate change, photochemical smog)

Management of environmental problems

Municipal solid waste management (Landfills. Incineration, sanitary landfill, reuse, recycling). Environmental impact studies

Biodiversity protection – Protected areas in Greece
Development and environment. Sustainable development.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face meetings.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in teaching. - Laboratory education - Electronic communication with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	33
	Independent study	47
	Mandatory written tasks	14
	Field trips	6
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation conducted in Greek. Includes: - final written examinations (80% of final grade) - mandatory written tasks (20% of final grade)	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography: - Starr C, Evers C, Starr L. Biology. (2015) Basic Concepts and Principles, UTOPIA Publications - Georgopoulos A, Nikolaou K, Dimitriou A, Gavrilakis K, Blionis G (2013) EARTH. ONE SMALL AND FRAGILE PLANET. GUTENBERG PUBLISHINGS - Hatzimpiros K (2007) ECOLOGY. Ecosystems and Environmental Protection. SYMMETRIA Publications - Allen M (2019) Misconceptions in Natural Sciences in Primary Education. Gutenberg Publications).

E02 11 Environmental Education

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E02 11	SEMESTER	
COURSE TITLE	<i>Environmental Education</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (with assignment in English and personal study)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
To know the history of Environmental Education internationally and in our country Be able to discover environmental problems of the local environment from the local press and the internet To be able to design an Environmental Education program for Primary School students using the project method To be able to design an urban environmental trail in their locality To have developed positive feelings (admiration, aesthetic enjoyment, curiosity for discovery) for the natural environment and a willingness to protect it

To have acquired a willingness to take individual or collective action to solve environmental problems	
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	
- Searching for valid and reliable information on the internet - Written and oral communication skills - Collaboration and teamwork skills - Critical thinking - Problem-solving skills	

SYLLABUS

Historical development of the European Union: Definitions. Classical texts. Belgrade Charter and Tbilisi Declaration. Purpose, objectives, guiding principles. Pedagogical methodological approaches: Project method, Role-playing games, Environmental trails. Analysis of an environmental issue. Case study. Games in Nature The Environmental Education in Greece. Data and conclusions from the implementation of the institution by Greek literature. Difficulties in implementation. Environmental Education in Primary School. Examples of Environmental Education programs that have been implemented primary schools. Environmental Education Centers. Thematic Networks Environmental Education by Non-Governmental Organizations. From Environmental Education to Education for the Environment and Sustainability. Clarification of terms. Ways of Environmental Action Sustainable school environments. Examples from Greece and abroad.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face meetings.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in teaching. - Laboratory education - Electronic communication with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	30
	Independent study	47
	Field work	9
	Mandatory written tasks	14
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation conducted in Greek. Includes: - final written examinations (80% of final grade) - mandatory written tasks (20% of final grade)	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography: Georgopoulos A & Tsaliki E (2005) Environmental Education. Principles-Philosophy-Methodology-Games & Exercises. Gutenberg Publications Kalaitzidis D & Ouzounis K (2000) Environmental Education. Theory and Practice. Spanidis Publications Hart Roger (2011) The Children Participate. Epikentro Publications Shallcross T, Robinson, Pace, Arjen Wals (2009). Creating Sustainable School Environments. Epikentro Publications

E02 12 Physical Geography

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E02 12	SEMESTER	3 rd year and above
COURSE TITLE	<i>Physical Geography</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:	It is recommended that students have completed E02Π02: Basic Concepts of Physics		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDEU118/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
- Understand the interdisciplinary nature of Physical Geography, which integrates Astronomy, Physics, Geology, Chemistry, Biology, and Mathematics. - Gain basic understanding of fundamental natural phenomena, including Earth's motions, seasons, atmospheric structure, planetary comparisons, and ecological issues such as greenhouse effect, ozone depletion, and ice melting.

- Explain everyday natural phenomena to young pupils in simple terms (day-night cycle, phases of the moon, eclipses, seasons, maps, greenhouse effect, volcanism, etc.).																			
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td>.....</td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td>.....</td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>		<i>Production of new research ideas</i>	<i>Others...</i>		
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>																			
<i>Production of new research ideas</i>	<i>Others...</i>																		
																			
Decision-making Working independently Team work																			

SYLLABUS

ASTRONOMY - Earth's motions and consequences: lunar phases, eclipses, seasons, equinoxes/solstices, geographical zones. - Comparison with other celestial bodies: orbit shapes, planetary years, measurement of distances, Kepler's laws. PHYSICS – GEOLOGY - Earth's revolution and rotation: evidence, Foucault pendulum, Coriolis force, Doppler effects. - Tides, precession, atmospheric structure, pressure variation, gravity, geomagnetism, auroras. - Earth's interior: origin, tectonics, earthquakes, volcanoes, mountain formation. - Other physical-geographical topics: sky color, greenhouse effect, ice melting, energy sources. CHEMISTRY – BIOLOGY – ECOLOGY - Atmospheric and geological composition, types of radiation, ozone depletion, conditions for life. - Renewable and non-renewable energy sources, nuclear energy. MATHEMATICS - Maps: scale, coordinates, spherical vs planar maps, curvature and projections.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in teaching. - Use of a dedicated website designed in collaboration with students. - Use of computer and projector for presentations and simulations. - Support via e-class platform. - Electronic communication with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Independent study	61
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written final examination (100% of final grade), including content questions, conceptual understanding, and interconnections among phenomena. Transparency ensured: students informed of evaluation criteria from the beginning and may review their exam scripts.	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

- Ν. Λαμπρινός (2009). Σχετικά με την διδασκαλία της γεωγραφίας στο σχολείο [On Teaching Geography at School]. Εκδόσεις Γράφημα.

- W.J. Kaufmann (1991). Universe, 3rd edition. W.H. Freeman & Company.

- E. v. P. Smith & K.C. Jacobs (1973). Introductory Astronomy and Astrophysics. W.B. Saunders Company.
- P. Moore & G. Hunt (1983). The Atlas of the Solar System. Mitchell Beazley Publishers.
- Open University (1986). Μέτρηση του ηλιακού συστήματος [Measuring the Solar System]. Π. Κουτσουμπός Α.Ε.
- A. van Helden (1985). Measuring the Universe: Cosmic dimensions from Aristarchus to Halley. University of Chicago Press.
- Α. Βεργανελάκης (επιμ.) (1989). Εμείς και η ραδιενέργεια [We and Radioactivity]. Πανεπιστημιακές Εκδόσεις Κρήτης.

E02 16 Informal Learning in Science Education

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E02 16	SEMESTER	5 th
COURSE TITLE	<i>Informal Learning in Science Education</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures, video presentations, visits to informal science learning environments		3	5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English with assignment and personal study)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTDE134/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
○ Recognize the importance of informal learning sources for science learning. ○ Use informal learning environments to enhance science teaching. ○ Identify different informal learning spaces and their educational characteristics. ○ Integrate informal learning in classroom and out-of-school activities.

- Design lessons incorporating informal learning and develop accompanying educational materials.

General Competences

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

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

- Searching, analyzing and synthesizing data using ICT
- Working independently
- Teamwork

SYLLABUS

Week 1: Introduction, course scope, structure, basic concepts.

Week 2: Informal learning theory, definitions of formal/non-formal/informal learning, examples, benefits.

Week 3: Educational role of Science Museums; contextual model of learning; factors influencing visitors' learning.

Week 4: Examples of informal science learning environments (science museums, research centers, laboratories).

Week 5: Virtual tour of an interactive science exhibition; analysis of exhibits.

Week 6: Preparation for science museum visit; overview of scientific content.

Week 7: Visit to a science museum; examination of exhibits from a teaching perspective; discussion with museum staff.

Week 8: Preparation for visit to research center.

Week 9: Visit to research center; analysis from a teaching perspective; discussion with staff.

Week 10: Development of teaching material based on museum/research center visit; progress presentations.

Week 11: Development of teaching material; progress presentations.

Week 12: Presentation of produced educational material; feedback.

Week 13: Conclusions – review.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching.		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in teaching. - Support via e-class platform. - Electronic communication with students.		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload	ECTS
	Lectures	33	1.32
	Visits to informal learning spaces	6	0.24
	Weekly group assignments	36	1.44
	Final group project	50	2
	Course total	125	5
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation conducted in Greek. Includes presentation of group project.		

ATTACHED BIBLIOGRAPHY

- Suggested bibliography: - Related academic journals: - Κόκκοτας Π. & Πλακίτση Κ. (2005). Μουσείοπαιδαγωγική και εκπαίδευση στις φυσικές επιστήμες [Museum Education and Science Teaching]. Πατάκης.

- Κολιόπουλος, Δ. (2005). Η διδακτική προσέγγιση του μουσείου φυσικών επιστημών [Teaching Approaches in Science Museums]. Μεταίχμιο.
- Falk, J.H., & Dierking, L.D. (2018). Learning from Museums. Rowman & Littlefield.

E02 17 Contemporary Scientific Theories and Their Teaching

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E02 17	SEMESTER	3rd year and above
COURSE TITLE	<i>Contemporary Scientific Theories and Their Teaching</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures / Workshops		3	4
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:	Basic Concepts of Physics (E02P02) & Methodology of Teaching Science in Primary School (E02P06)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English with assignment and personal study)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
- Understand key concepts from nanoscience and nanotechnology, nonlinear systems, relativity theory, materials science, quantum mechanics, artificial intelligence, and other areas of modern science. - Familiarize with the social dimension of contemporary scientific research. - Apply principles of didactical transposition to modern scientific knowledge. - Make didactical use of contemporary research environments.

- Develop educational material related to contemporary scientific topics.	
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...
	
- Searching, analyzing and synthesizing data related to modern scientific research - Ability to design educational material for contemporary scientific issues - Working independently	

SYLLABUS

- Defining areas of contemporary science and research. - Elements of nanoscience and nanotechnology. - Elements of nonlinear systems. - Elements of relativity theory. - Elements of materials science. - Elements of quantum mechanics. - Elements of artificial intelligence. - Didactical approaches to contemporary scientific research: socio-scientific issues in science education. - Contemporary scientific research in informal science learning environments. - Development of educational material for teaching modern scientific topics.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face meetings.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in teaching. - Support through the e-class platform. - Electronic communication with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching,</i>	Activity	Semester workload
	Lectures	39
	Independent study	61
	Course total	100

<i>educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation conducted in Greek. Includes final written examinations (100% of final grade).

ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> - <i>Related academic journals:</i> - Οικονόμου Ε. (2016). Η Φυσική σήμερα, Τόμος Ι [Physics Today, Vol. I]. Πανεπιστημιακές Εκδόσεις Κρήτης. - Οικονόμου Ε. (2010). Η Φυσική σήμερα, Τόμος ΙΙ [Physics Today, Vol. II]. Πανεπιστημιακές Εκδόσεις Κρήτης. - Σταύρου Δ. (2013). Μη Γραμμικά Δυναμικά Συστήματα στη Διδασκαλία των Φυσικών Επιστημών [Nonlinear Dynamical Systems in Science Teaching]. Θέματα Επιστημών και Τεχνολογίας στην Εκπαίδευση, 6(1-2), 49-66. - Μιχαηλίδη, Α., Σταύρου, Δ. (2016). Έρευνα αιχμής και κοινωνικοεπιστημονικά ζητήματα στη διδασκαλία των Φυσικών Επιστημών [Cutting-edge Research and Socioscientific Issues in Science Education]. Επιστήμες Αγωγής, 2016, 73-95.

E02 18 Design, Development and Evaluation of Educational Activities for Teaching Science

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E02 18	SEMESTER	5th
COURSE TITLE	<i>Design, Development and Evaluation of Educational Activities for Teaching Science</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures & Workshops		3	5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:	Basic Concepts of Physics (E02P02) & Methodology of Teaching Science in Primary School (E02P06)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English with assignment and personal study)		
COURSE WEBSITE (URL)	Open eClass		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
- Recognize and use different types of teaching artifacts for science education (stop-motion videos, animations, models, constructions, interactive exhibits etc.). - Identify the benefits and limitations of these artifacts for teaching science. - Combine the development of teaching artifacts with the use of new technologies

(e.g., tablets, sensors, VR goggles).	
• Integrate developed artifacts within inquiry-based science lessons. • Develop lesson scenarios and worksheets using such artifacts.	
General Competences	
<i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	
- Searching, analyzing and synthesizing data using ICT - Developing skills for constructing teaching artifacts - Working independently - Teamwork - Decision-making	

SYLLABUS

- Basic principles of designing science teaching / Inquiry-based learning. - Scientific concepts and phenomena related to contemporary fields of science. - Characteristics of various types of artifacts (stop-motion videos, animations, models, constructions, interactive exhibits etc.). - Benefits and limitations of artifacts in science teaching. - New technologies in science education. - Design and development of artifacts. - Integration of artifacts into student-centered lesson scenarios.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face meetings.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in teaching. - Support through the e-class platform. - Electronic communication with students.

TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table> <tr> <th><i>Activity</i></th><th><i>Semester workload</i></th></tr> <tr> <td>Lectures & Workshops</td><td>39</td></tr> <tr> <td>Individual/Group assignments</td><td>30</td></tr> <tr> <td>Independent study</td><td>56</td></tr> <tr> <td>Course total</td><td>125</td></tr> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures & Workshops	39	Individual/Group assignments	30	Independent study	56	Course total	125
<i>Activity</i>	<i>Semester workload</i>										
Lectures & Workshops	39										
Individual/Group assignments	30										
Independent study	56										
Course total	125										
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation conducted in Greek. Includes submission of assignments and/or oral examinations.										

ATTACHED BIBLIOGRAPHY

- Suggested bibliography: - Related academic journals: - Υλικό που έχει αναπτυχθεί σε εθνικά και ευρωπαϊκά προγράμματα [Material developed in national and European projects]

E02 19 Theory and Practice in Science Education

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E02 19	SEMESTER	5 th
COURSE TITLE	<i>Theory and Practice in Science Education</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures & Workshops		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	Basic Concepts of Physics (E02P02) & Methodology of Teaching Science in Primary School (E02P06)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English with assignment and personal study)		
COURSE WEBSITE (URL)	Open e-class		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
- Interpret learning in real classroom conditions using theoretical frameworks. - Connect theoretical knowledge about science teaching with its practical implementation. - Design and implement science lessons based on contemporary principles of Science Education. - Recognize the possibilities and limitations of practical teaching applications in science.

- Develop worksheets for applying science activities both in school and in informal learning environments.	
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
- Searching, analyzing and synthesizing data and information for research-based teaching scenarios. - Developing skills for implementing science teaching in real primary classroom conditions. - Interpreting empirical data based on theoretical approaches.	

SYLLABUS

- Basic principles for designing a science lesson. - Inquiry-based learning. - Examples of inquiry-based learning in formal and informal learning environments. - Theoretical analysis of data from teaching interventions. - Development of teaching scenarios for use in formal and informal learning settings. - Implementation of teaching scenarios in real classroom conditions. - Reflection on the overall process.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face meetings.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in teaching. - Support of learning through the e-class platform. - Electronic communication with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	Activity	Semester workload
	Lectures & Workshops	39
	Design and experimental implementation in real conditions	30
	Independent study	56

<i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation is conducted in Greek. It includes submission of assignments and/or oral examinations.	

ATTACHED BIBLIOGRAPHY

- Driver, R., Squires, A., Rushworth, P., & Wood-Robinson, V. (2000). Οικοδομώντας τις έννοιες των Φυσικών Επιστημών [Building Scientific Concepts]. Εκδόσεις Τυπωθήτω.
- Harlen, W. & Elstgeest, J. (2005). Διδασκαλία και μάθηση των φυσικών επιστημών στην πρωτοβάθμια εκπαίδευση [Teaching and Learning of Science in Primary Education]. UNESCO

E02 20 Socioscientific Issues in Science Education

GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E02 20	SEMESTER	5th
COURSE TITLE	<i>Socioscientific Issues in Science Education</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures & Workshops		3	5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:	Basic Concepts of Physics (E02P02) & Methodology of Teaching Science in Primary School (E02P06)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English with assignment and personal study)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/modules/auth/courses.php		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
- Recognize social dimensions of contemporary scientific issues such as nanotechnology, microplastics, biotechnology, etc. - Understand the necessity of scientific knowledge for addressing concerns that arise from innovative scientific applications in daily life. - Recognize aspects of the Nature of Science. - Develop argumentation skills.

- Design teaching practices that support the negotiation of socioscientific issues in science teaching.	
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>
- Searching, analyzing and synthesizing data and information using necessary technologies. - Developing argumentation skills. - Autonomous work. - Teamwork. - Decision making.	

SYLLABUS

- Definition and characteristics of Socioscientific Issues (SSI). - Value of negotiating SSI in science teaching / Scientific literacy and SSI. - Nature of Science and its relation to SSI. - Strategies for developing argumentation in SSI. - Frameworks for managing SSI in science teaching. - Students' difficulties in addressing SSI in science classes. - Teaching practices for negotiating SSI in science education. - Lesson design for SSI.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face meetings.		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in teaching. - Support of learning via the e-class platform. - Electronic communication with students.		
TEACHING METHODS	Activity	Semester workload	

<i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Lectures & Workshops	39
	Individual/Group Assignments	30
	Independent Study	56
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation is conducted in Greek. It includes assignments and/or oral examinations.	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography: - Related academic journals: - Hodson, D. (2003). Time for action: Science education for an alternative future. <i>International Journal of Science Education</i>, 25(6), 645-670. - Hofstein, A., Eilks, I., & Bybee, R. (2011). Societal issues and their importance for contemporary science education—A pedagogical justification and the state-of-the-art. <i>International Journal of Science and Mathematics Education</i>, 9(6), 1459-1483. - Kolstø, S. (2001). Scientific literacy for citizenship: Tools for dealing with the science dimension of controversial socioscientific issues. <i>Science Education</i>, 85(3), 291-310. - Sadler, T. D. (2004). Informal reasoning regarding socioscientific issues: A critical review. <i>Journal of Research in Science Teaching</i>, 41(5), 513-536. - Sadler, T. D. (2011). <i>Socio-scientific Issues in the Classroom: Teaching, Learning and Research</i>.

E02 21 Elementary School Students' Misconceptions About Biology Concepts

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E02 21	SEMESTER	
COURSE TITLE	<i>Elementary School Students' Misconceptions About Biology Concepts</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (with assignment in English and personal study)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
To have understood the basic scientific knowledge about the Human body, its structure and function To be able to relate the knowledge of Biology they have acquired to everyday life (e.g. health/illness, having children (fertilization/IVF), environmental effects on DNA (chemicals, pollution) in order to protect their health and that of their family members To have restructured their misconceptions about vaccines, antibiotics To have acquired a positive attitude towards Biology and Biomedical research as a human activity that tries to improve human life.

To be able to use a microscope	
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	
- Searching for valid and reliable information on the internet - Written and oral communication skills - Collaboration and teamwork skills - Critical thinking - Problem-solving skills	

SYLLABUS

Cell-tissue-organ-system Human body: Bones. Osteoporosis. Musculature. Nervous system. Sensory organs and senses (sight, hearing, taste, smell, touch). Circulatory system. Respiratory system. The harmful effects of smoking. Digestive system. Mediterranean diet. Childhood obesity. Diabetes mellitus Reproductive system. In vitro fertilization. Sexually transmitted diseases. AIDS. Breast cancer. Prostate cancer. Immune system. Viral infections (flu, common cold). Bacterial diseases. Antibiotics. Vaccines. Autoimmune diseases. Transplants.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face meetings.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in teaching. - Laboratory education - Electronic communication with students.

TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Independent study	55
	Laboratory exercises	6
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation conducted in Greek. Includes: - final written examinations (100% of final grade)	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography: Starr C, Evers C, Starr L. Biology. (2015) Basic Concepts and Principles, UTOPIA Publications Allen M (2019) Misconceptions in Science in Primary Education. Gutenberg Publications.

E02 22 Urban Environmental Education

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E02 22	SEMESTER	
COURSE TITLE	<i>Urban Environmental Education</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (with assignment in English and personal study)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
To understand cities as socio-ecological systems To recognize elements of nature in the city To identify environmental problems in the place where they live To identify good practices for solving environmental problems To undertake actions at an individual level to improve the urban environment To be able to collaborate with various agencies in the city that promote the goals of environmental education

To design Environmental Education activities in an urban environment for Primary school students.	
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
- Searching for valid and reliable information on the internet - Written and oral communication skills - Collaboration and teamwork skills - Critical thinking - Problem-solving skills	

SYLLABUS

The urban environment Urbanization nature in the city Urban environmental problems Sustainable cities Urban environmental education – theoretical approaches Cities as socio-ecological systems Sense of place Critical pedagogy and action research Environmental justice Pedagogical dimensions Pre-school education Adult education Inclusive education Pedagogical approaches Cities as classrooms Green infrastructure Environment and art Urban agriculture Environmental rehabilitation

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face meetings.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in teaching. - Laboratory education - Electronic communication with students.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	30
	Field work	9
	Independent study	61
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation conducted in Greek. Includes: - final written examinations (100% of final grade)	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Russ A (ed.) (2015) Urban Environmental Education. Cornell University Civic Ecology Lab, North American Association for Environmental Education and EE Capacity, Ithaca, NY, and Washington DC e-Book

Russ A & Krasny M (2017). Urban Environmental Education review. Cornell University Press, Ithaca, USA.

E03 Informatics

E03 01 Introduction to Informatics

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E03 01	SEMESTER	
COURSE TITLE	Introduction to Informatics		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (with assignment and independent study)		
COURSE WEBSITE (URL)	Open e-class		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
Upon successful completion of the course, students will be fully familiarized with modern information systems and especially with basic software tools that will be useful in their future professional context. Specifically, they will be able to: • fully understand the operation of basic software applications; • develop models for the use of these software tools in school, both in teaching and administration;

• use new technologies effectively; • understand the guidelines for utilizing software either in the classroom to improve the learning process, or more generally in the school to facilitate its operation; • fully understand ethical issues and the risks associated with the use of the internet.	
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
• Autonomous work • Teamwork • Decision-making	

SYLLABUS

• Structure and operation of the computer. • Operating systems. • Internet and applications. • Word processor – text entry and editing, font, paragraph and document formatting, tables, lists, symbols, shapes, WordArt, charts, columns, mail merge elements, table of contents, index. • Spreadsheets – data entry and editing, calculations with functions and formulas, graphical representations, databases, multiple sheets, application automation. • Presentations – creation and editing of slides for presenting a topic. • Integration of the above software tools to improve the learning process. • Practical training on the computers of the Laboratory of Science Education.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching in the classroom and computer laboratory.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching. Electronic communication with students. Hands-on practice and practical exercises in the computer laboratory.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of</i>	Activity	Semester workload
	Lectures	39

<i>bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Small individual practice assignments	25
	Laboratory exercise	36
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Student assessment is conducted in Greek. • Final written exam for the course: 70% of the final grade. • Final examination of the laboratory: 30% of the final grade.	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography: - Related academic journals: Due to the rapid evolution of new technologies, indicative bibliography is provided each time the course is offered.

E03 02 Design, Implementation and Evaluation of Educational Software

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E03 02	SEMESTER	6th
COURSE TITLE	<i>Design, Implementation and Evaluation of Educational Software</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures & Hands-on Computer Practice		3	5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (written assignment and independent study required)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
Upon successful completion of the course, students will be able to: - Understand the principles governing the design and implementation of multimedia educational applications. - Fully comprehend the operation and pedagogical use of selected educational software applications, especially simulation-based ones in Science Education. - Develop models for integrating such applications into the school environment to

enhance teaching and learning.

- Become familiar with the use and evaluation of educational applications in Science Education.
- Understand the fundamental guidelines and rules for using these applications in the classroom to improve learning processes.

General Competences

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

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

General Competences:

- Autonomous work
- Teamwork
- Decision-making

SYLLABUS

- Detailed presentation of all elements necessary for the design and implementation of a successful educational application. - Analysis of the basic principles for evaluating educational software. - Development of prototype educational applications using text, images, graphics, sound, video, static and animated visuals. - Evaluation of the designed educational applications. - Design, development and evaluation of a complete educational application based on a specific subject area.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching in class.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	- Use of ICT in teaching - Electronic communication with students - Hands-on practice in the computer laboratory	
TEACHING METHODS	Activity	Semester workload

<i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Lectures	39
	Seminar Presentation	25
	Final Seminar Project	36
	Independent Study	25
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiplechoice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assignments and/or written exams (in Greek)	

ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> - <i>Related academic journals:</i> Due to the rapid evolution of digital technologies, the indicative bibliography is updated each time the course is offered.

E03 03 O Computers in Science Education

GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E03 03	SEMESTER	From 4 th semester
COURSE TITLE	<i>Computers in Science Education</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures & Workshops		3 hours/week	4
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	specialised general knowledge		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (English with assignment and self-study)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
Students will be able to: - Recognize the nature of technology and its use in Science Education. - Use modern digital technologies to teach scientific concepts and phenomena. - Develop instructional strategies for integrating digital tools into Science Education.
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma</i>

<i>Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	
- Data analysis using digital tools - Evaluation of sources - Independent and group work - Lesson design using computational systems	

SYLLABUS

- Digital technologies in Science Education - Characteristics of digital media/files - Using office applications, internet apps, image/video editing - Use of gamification, robotics, AR, VR - Instructional strategies using computational systems - Design of a Science Education lesson using modern digital tools

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face instruction, use of ICT, e-class support, electronic communication	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures & Workshops	39 hours (1.57 ECTS)
	Individual/Group Work	26 hours (1.04 ECTS)
	Independent study	35 hours (2.2 ECTS)
	Course total	100

STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiplechoice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assignments and/or written exams (in Greek)

ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> - <i>Related academic journals:</i> Σμυρναίου Ζ. (2010). Εισαγωγή στη Διδακτική των Θετικών Επιστημών [Introduction to Science Education]. Εκδόσεις Ηρόδοτος. Ψυχάρης Σ. & Καλοβρέκτης Κ. (2017). Διδακτική και σχεδιασμός εκπαιδευτικών δραστηριοτήτων STEM και ΤΠΕ [Teaching and Design of STEM and ICT Educational Activities]. Εκδόσεις Τζιόλα. Τζιμογιάννης Α. (2019). Ψηφιακές Τεχνολογίες και Μάθηση του 21ου αιώνα [Digital Technologies and 21st-Century Learning]. Εκδόσεις Κριτική.

E03 05 Database Systems

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Primary Education Department		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E03 05	SEMESTER	From 2 nd year onwards
COURSE TITLE	Database Systems		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures & Computer Practice		3	4
Laboratory		3	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
Upon successful completion, students will be familiar with data structure models (relational, hierarchical, network) and particularly with Microsoft Access. They will be able to apply all essential functions of the software to develop educational applications. Students will be able to fully understand the software's operation and develop models for using its core functionalities in school settings, for both simple and complex educational applications. They will also understand guidelines for its effective use in instructional or administrative contexts.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Autonomous Work
- Teamwork
- Decision Making

SYLLABUS

Detailed presentation of the environment for creating and maintaining a database.

- Creation, editing and linking of tables.
- Design of simple and complex queries.
- Design of forms and reports.
- Formatting – tables, forms, reports.
- Creation, recording and execution of macros.
- Automation of an educational application.
- Integration with other software – documents, spreadsheets, webpages.
- Design and implementation of a complete educational data structure.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	E-class communication, computer lab practice	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39 hours
	Small Individual Practice Tasks	6 hours
	Laboratory Practice	55 hours
	Course total	100 hours

STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiplechoice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Final exam of the course (80% of final grade) and final exam of the laboratory (20% of final grade).

ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> Rapid technological development necessitates updating indicative bibliography when the course is offered - <i>Related academic journals:</i>

E03 06 Electronic Office

GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E03 06	SEMESTER	5th
COURSE TITLE	<i>Electronic Office</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and computer-based practice		3 hours	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	specialised general knowledge		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (with assignment and personal study)		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
- Upon successful completion of the course, students will be fully familiarized with modern school administration software and the use of essential functions for implementing simple and complex educational applications. Students will be able to: - Fully understand the functionality of the software. - Develop models for using the software in schools, for both simple and complex educational applications aimed at improving the learning process or school operations. Additionally, students will:

- Gain experience using the software. - Understand guidelines for employing the software either in the classroom to improve learning or in the school environment to facilitate administrative tasks.	
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
- Autonomous Work - Teamwork - Decision Making	

SYLLABUS

- The concept of the electronic office. - Presentation of essential software tools: word processing, spreadsheets, databases, presentations. - Integration of these programs in the digital office. - Design and implementation of integrated applications and their use in the educational process.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face instruction.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39 hours
	Seminar Presentation	25 hours
	Final Seminar Assignment	36 hours
	Independent Study	25 hours
	Course total	125 hours – 5 ECTS

STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment is conducted in Greek. Includes presentation of the final project: a fully developed educational application created using all four software tools.

ATTACHED BIBLIOGRAPHY

The rapid evolution of new technologies leads us to provide indicative bibliography whenever the course is offered. - <i>Related academic journals:</i>

E03 07 Website Development Technology

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E03 07	SEMESTER	From 2 nd year onwards
COURSE TITLE	Website Development Technology		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and computer-based practice		3	4
Laboratory		3	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	None.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in English with assignment and personal study).		
COURSE WEBSITE (URL)	Open e-class		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> Upon successful completion of the course, students will be fully familiarised with modern software tools for developing web sites and, in particular, with the core functions that can be used as tools for implementing educational applications. More specifically, students will be able to: • fully understand the operation of web-authoring software;

• develop models for using such software in school settings, by creating web sites either to enhance the learning process or to present the school unit. In more detail, students will: • gain experience in using new technologies in the context of web site development; • understand the guidelines for using web-authoring software in the classroom to improve the learning process, or more generally in school to facilitate its operation; • fully understand both ethical issues and potential risks related to the use of the Internet.																			
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td>.....</td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td>.....</td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>		<i>Production of new research ideas</i>	<i>Others...</i>		
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>																			
<i>Production of new research ideas</i>	<i>Others...</i>																		
																			
• Autonomous work • Teamwork • Decision-making																			

SYLLABUS

• Detailed presentation of the environment used to create and maintain a web site. • Development of a set of interlinked web pages – hyperlinks, text, symbols, shapes, categories, columns, tables, graphics and multimedia. • Formatting – themes, borders, interactive elements, frames, forms, video, effects and dynamic styles. • Connection with other software – databases, spreadsheets and development of activity-based web pages. • Design and implementation of a complete web site with pages of educational content. • Implementation of the application using one of the following programs: Weebly, WYSIWYG Web Builder, FrontPage, Web Expression.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching in class.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	• Use of ICT in teaching. • Electronic communication with students. • Practice and hands-on activities in the computer laboratory.

TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Small individual practice tasks	6
	Laboratory practice	55
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment is conducted in Greek. The final grade consists of: • Final written examination of the course (80% of the final grade). • Final written examination of the laboratory (20% of the final grade).	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography: - Related academic journals: The rapid evolution of new technologies leads us to provide indicative bibliography whenever the course is offered.

E03 08 Modern Information Technologies

GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E03 08	SEMESTER	From 6 th semester and above
COURSE TITLE	<i>Modern Information Technologies</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures & Computer Lab		3 hours	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English with assignment and independent study)		
COURSE WEBSITE (URL)	-		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
Upon successful completion of the course, students will be familiar with modern software used to develop simple and complex multimedia educational applications. They will be able to: - Fully understand the operation of the software. - Develop models for using the software in schools for learning improvement. - Use and evaluate educational applications. - Understand guidelines for educational use

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Autonomous work
- Teamwork
- Decision making

SYLLABUS

- Presentation of environments for multimedia application creation.
- Development of applications using text, graphics, sound, video, images.
- Feedback interactions.
- Defined interactive regions.
- Design and development of a complete educational multimedia application.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	ICT use in teaching, email communication, laboratory practice	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39 hours
	Seminar Presentation	25 hours
	Final Seminar Assignment	36 hours
	Independent Study	25 hours
	Course total	125 hours
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work,</i>	Assessment is conducted in Greek. It includes the presentation of the final assignment (a complete educational multimedia application).	

<i>essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	

ATTACHED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> Indicative bibliography is provided as technologies evolve rapidly. - <i>Related academic journals:</i>

E03 09 Educational Robotics Laboratory

GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E03 09	SEMESTER	5
COURSE TITLE	<i>Educational Robotics Laboratory</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Experiential workshops and lectures		3 hours	5 ECTS
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in English with assignment and independent study)		
COURSE WEBSITE (URL)	http://pegasus.clab.edc.uoc.gr/lst/course/view.php?id=69		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
The general aim of the course is the scientific and technological literacy of future teachers. The use of robotics contributes to the teaching of Science, Technology (Programming), Engineering, and Mathematics (STEM). Its laboratory format introduces students to discovery learning, exploration, inquiry, understanding through design and practice, teamwork, and collaboration. The course focuses on developing learning activities using Lego Mindstorms™ as a learning tool for understanding scientific concepts (e.g., motion, energy, mechanics,

electricity), promoting collaborative learning, providing motivation, teaching programming, and developing problem-solving processes.

With theoretical foundations in classic constructivism, constructionism, collaborative inquiry, and learning through design, Educational Robotics constitutes a modern educational environment where students can build and control a robotic artifact using a simple programming language, working in groups and taking on goal-oriented challenges while “playing” with LEGO bricks.

Upon successful completion of the course, students will be able to:

- Understand basic concepts of robots (LEGO MindStorm® NXT, EV3, WeDo, Arduino-based robots such as Multiplo, Raspberry Pi robots, specialized sensors, and 3D printers).
- Become familiar with robot programming.
- Understand the capabilities and limitations of robotic equipment.
- Develop teaching scenarios for various subjects.
- Solve technical problems.
- Design and implement Educational Robotics (ER) activities.
- Select and utilize appropriate ER materials for each age group and subject through interdisciplinarity.

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Search for, analyze, and synthesize data and information using appropriate technologies.
- Problem solving.
- Teamwork.
- Promotion of creativity and innovation.
- Development of positive attitudes toward effective teaching of Science and Technology.
- Recognition of fundamental concepts and familiarity with tools and software.
- Development of educational material and selection of appropriate technologies for teaching.
- Development of methods for teachers’ self-training.
- Use and understanding of technology and anticipation of technical difficulties.
- Use of informatics knowledge (programming).
- Development of skills in problem solving, modeling, measurement, control, and construction.
- Discussion of social, economic, and ethical issues that arise.

SYLLABUS

Week 1: Introduction, forming groups. Theoretical framework. Technological progress and society. Technological and scientific literacy for primary school teachers.

Weeks 2–7: Introduction to hardware and software. Introduction to Robotics. Starting programming, advanced programming, building complex programs, data collection and visualization. Guided activities and structured inquiries on Robotics concepts.

Weeks 8–11: First and second Independent Project. Two long-duration collaborative projects. Use of ER in teaching and learning Science, Applied Mathematics, Informatics, and Engineering. Designing, constructing, and programming robots for challenges.

Weeks 12–13: Evaluation – Presentation. Final assessment, project presentations.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	The course takes place in the Educational Robotics and Technology Laboratory. Students work in groups of two or three per EV3 kit and computer.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	YES: Use of computers, internet, projector, Moodle platform, e-class assessment.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	9 hours (0.5 ECTS)
	Constructivist laboratory experience	30 hours (1.5 ECTS)
	Group synthetic projects	21 hours (2 ECTS)
	Independent Study	65 hours (1 ECTS)
	Course total	125 hours – 5 ECTS
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	A) Participation (10%) B) Periodic knowledge assessment (20%) C) Individual assignment (20%) D) Final Synthetic Project (50%)	

ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

A. Greek

1. LEGO Educational EV3 - Εντολές Προγραμματισμού, Σ. Αναγνωστάκης
2. LEGO DIGITAL DESIGNER LDD, Σ. Αναγνωστάκης

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 4. Αναγνωστάκης Σ., Σταύρου Δ., «Πειράματα Φυσικής - Χημείας με Εκπαιδευτική Ρομποτική και Μικροϋπολογιστικά Συστήματα », 10ο Πανελλήνιο Συνέδριο Διδακτικής των Φυσικών Επιστημών και Νέων Τεχνολογιών, 7-9 Απριλίου 2017, Ρέθυμνο.
 5. Αναγνωστάκης Σ., Σταύρου Δ., «Πειραματικές Διατάξεις Φυσικών Επιστημών με Εκπαιδευτική Ρομποτική», 9ο Πανελλήνιο Συνέδριο Διδακτικής των Φυσικών Επιστημών και Νέων Τεχνολογιών, 8-10 Μαΐου 2015, Θεσσαλονίκη.
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 9. Σίμος Αναγνωστάκης, Βασίλειος Μακράκης, "Η Εκπαιδευτική Ρομποτική ως εργαλείο ανάπτυξης τεχνολογικού εγγραμματισμού και περιβαλλοντικής βιωσιμότητας: Μια
 10. έρευνα δράση σε μαθητές Δημοτικού", 7ο Πανελλήνιο Συνέδριο με Διεθνή Συμμετοχή "Οι Τεχνολογίες της Πληροφορίας και των Επικοινωνιών στην Εκπαίδευση", Κόρινθος, 23-26 Σεπτεμβρίου 2010.
 11. Miltiadis Tsigris, Simos Anagnostakis & P. G. Michaelides, "A Robotic Chemical
 12. Analyser" HSci2010 - 7th International Conference on Hands-on Science: Bridging the Science and Society gap, July 25 - 31, 2010 at The University of Crete campus, Rethymno, Greece.
 13. Σ. Αναγνωστάκης, Π. Γ. Μιχαηλίδης, "Η προοπτική του «Εργαστηρίου Εκπαιδευτικής Ρομποτικής» σαν προπτυχιακό μάθημα σε φοιτητές Παιδαγωγικών Τμημάτων", 5ο Πανελλήνιο Συνέδριο «Επιστήμη και Κοινωνία: Οι Φυσικές Επιστήμες στην
 14. Προσχολική Εκπαίδευση», 6 - 9 Νοεμβρίου 2008, Ιωάννινα.
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 18. Πανελλήνιο Συνέδριο «Διδακτική των Φυσικών Επιστημών και Νέες Τεχνολογίες στην Εκπαίδευση - Εκπαίδευση Εκπαιδευτικών και Παιδαγωγική Γνώση Περιεχομένου», Πανεπιστήμιο Ιωαννίνων, 15-18 Μαρτίου 2007
- B. English
1. Komis, V., Romero, M., & Misirli, A. (2016). A Scenario-Based Approach for Designing Educational Robotics Activities for Co-creative Problem Solving. Educational Robotics in the Makers Era, 158–169. https://doi.org/10.1007/978-3-319-55553-9_12
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 3. Educational Robotics: A New Arena In Classroom Teaching, Igona Gorakhnath, Jubilee Padmanabhan. <http://www.legoengineering.com/>

E03 10 Teaching Programming – The Scratch Language in Primary School

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E03 10	SEMESTER	5th
COURSE TITLE	<i>Teaching Programming – The Scratch Language in Primary School</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Experiential workshops and lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in English with assignment and independent study)		
COURSE WEBSITE (URL)	http://pegasus.clab.edc.uoc.gr/lst/course/view.php?id=66		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
This course is the basic introductory course in the didactics of programming. It concerns programming with the Scratch language and the new WeDo II kit for Grade 3 and Grade 4 of Primary School. The course introduces students to fundamental concepts of programming through the creation of animations, computer games and interactive activities with robotic constructions. It is designed to be fun, educational and easy to teach programming. Upon successful completion of the course, the student will be able to:

• recognize the basic areas/palettes of the development environment (blocks, scripts, etc.) and of educational robotics, • retrieve and save Scratch project files, • design and implement interactive educational activities, • select and use appropriate educational software for cross-curricular learning, • collaborate and develop social skills.																			
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td>.....</td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td>.....</td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>		<i>Production of new research ideas</i>	<i>Others...</i>		
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
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<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>																			
<i>Production of new research ideas</i>	<i>Others...</i>																		
																			
• Search for, analysis and synthesis of data and information, using the necessary technologies • Independent work • Teamwork • Adaptation to new situations • Decision-making • Working in an interdisciplinary environment • Promotion of free, creative and inductive thinking																			

SYLLABUS

Week 1 Course presentation, selection of project topic. Week 2 Introduction. Learning theories. Issues in introducing ICT in education. Science, Technology & Society. Educational robotics environments. Basic elements of programming languages. Week 3 What are WeDo II and Scratch? Installing Scratch and organizing files. Introduction to Scratch. Creating a new Scratch project. Week 4 Getting started. Moving a sprite, adding sound. Repetitive actions, changing colors. Keys, sprites, dialogues, behaviors. Motion blocks. WeDo Lego constructions. Week 5 Motion. Moving and rotating. Pointing. Motion and glide commands. Changing position and bouncing.

Week 6 Looks. Costumes and backgrounds. Graphic effects. Changing sprite size. Working with multiple sprites. Week 7 Sound. Linking sounds to a sprite. Playing sounds, drums, notes. Playing instruments (from file). Week 8 Pen and color control. Pen up/down. Changing color, shade, size. Using stamp. Week 9 Sensing – inputs. Mouse control. Key press. Using timer. Loudness control. Boolean expressions. Week 10 Variables. Creating variables. Using variables. Operators. Arithmetic operations. Random numbers. Week 11 Designing an educational scenario with Scratch & WeDo on the theme “Energy for Life” (individual assignment). Week 12 Pilot implementation of a teaching intervention. Didactic evaluation for scenario revision. Week 13 Presentation of student projects. Discussion – Feedback – Course evaluation.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	The course will take place in the Educational Robotics and Technology Laboratory. Students will work in groups of two or three per WeDo II kit and computer.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	• Use of computers, internet, projector • Support of learning through e-class platform • ICT used in assessment and communication	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	9 hours-0.5 ECTS
	Constructivist laboratory experience	30 hours-1.5 ECTS
	Group projects	21 hours-2 ECTS
	Independent study	65 hours
	Course total: 125 hours	5 ECTS
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-</i>	• Participation 10% • Periodic assessment 20% • Individual assignment 20% • Final project 50%	

answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	

ATTACHED BIBLIOGRAPHY

A.1. Suggested Textbooks

- LEGO Education WeDo 2.0 - Εντολές Προγραμματισμού [Programming Commands], Σ. Αναγνωστάκης.
- LEGO DIGITAL DESIGNER LDD ΚΑΙ WEDO 2 [LEGO Digital Designer LDD and WeDo 2], Σ. Αναγνωστάκης.
- Κατασκευαστικές δραστηριότητες για μαθητές δημοτικού [Construction Activities for Primary School Pupils], Σ. Αναγνωστάκης.
- Δημιουργώ παιχνίδια στο Scratch [I Create Games in Scratch], Γ. Παλαιγεωργίου.
- Christian Depover, Thierry Karsenti, Βασίλης Κόμης, Διδασκαλία με χρήση της τεχνολογίας: Προώθηση της μάθησης, ανάπτυξη ικανοτήτων [Teaching with Technology: Promoting Learning, Developing Skills], Κλειδάριθμος, 2010.
- Ρετάλης Συμεών (επιμ.), Οι προηγμένες τεχνολογίες διαδικτύου στην υπηρεσία της μάθησης [Advanced Internet Technologies in the Service of Learning], Καστανιώτης, 2005.
- Σταύρος Δημητριάδης, Θεωρίες μάθησης και εκπαιδευτικό λογισμικό [Learning Theories and Educational Software], <https://repository.kallipos.gr/handle/11419/3397>
- Αποθετήριο εκπαιδευτικών σεναρίων, LEGO Education WeDo + Scratch [Repository of Educational Scenarios, LEGO Education WeDo + Scratch], STEM Education©2018, ISBN: 978-618-84064-1-4.

A.2. Additional Bibliography

- LEGO® Education WeDo 2.0, WeDo 2.0, 2045300, Curriculum Pack.
- <http://aesop.iep.edu.gr/node/20513>
- <http://robotics-edu.gr/scratch/>
- <https://www.why.gr/%CF%80%CF%81%CE%BF%CE%B3%CF%81%CE%B1%CE%BC%CE%B%CE%B1%CF%84%CE%B9%CF%83%CE%BC%CF%8C%CF%82-%CF%84%CE%BF%CF%85-lego-education-wedo-2-0-%CE%BC%CE%B5-scratch/>
- <http://new.stem.edu.gr/el/%CF%83%CE%B5%CE%B9%CF%81%CE%AC-%CF%83%CE%B5%CE%BC%CE%B9%CE%BD%CE%B1%CF%81%CE%AF%CF%89%CE%BD-%CE%B3%CE%B9%CE%B1-wedo-2-0-scratch-2-0-%CE%B3%CE%B9%CE%B1-%CF%80%CF%81%CE%BF%CF%80%CE%BF%CE%BD%CE%B7/>
- http://users.sch.gr/nikmavr/?page_id=1411
- <http://dide.sam.sch.gr/keplinet/index.php/articles-menu-item/educational-menu-item/201-lego-wedo-scratching>

B. In English

- Marji, M. *Learn to Program with Scratch*.
- <https://scratch.mit.edu/wedo>
- <http://www.legoengineering.com/scratch-and-lego-wedo/>
- https://cty.jhu.edu/online/courses/computer_science/scratch_programming.html

E03 11 Digital Literacy and the Internet

GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E03 11	SEMESTER	All
COURSE TITLE	<i>Digital Literacy and the Internet</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and experiential workshops		3 hours/week	4 ECTS
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in English with assignment and independent study)		
COURSE WEBSITE (URL)	http://pegasus.clab.edc.uoc.gr/lst/ or https://elearn.uoc.gr		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
- The main aim of the course is to understand the digital world and the basic principles of the Internet for its safe and ethical use in education. Upon successful completion of the course, students will be able to: - Understand basic concepts related to Internet use and the technological principles underlying digital systems. - Identify and use Free/Libre Open Source Software (FLOSS). - Search and evaluate data and information using essential technologies. - Recognize security levels of technological tools and protect their personal data.

- Use digital signatures.
- Use cloud-based services such as collaborative documents, online spreadsheets, and presentations.
- Develop critical perspectives on social and ethical issues arising from Internet use.
- Transition from digital content consumers to content creators.
- Use email, synchronous and asynchronous communication platforms (e.g., Moodle, Zoom, Webex, MS Teams).

General Competences

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

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Searching, analyzing, and synthesizing data and information using required technologies.
- Creating and managing digital content for the Internet and educational purposes.
- Using OpenSource Software.
- Understanding Internet-related concepts such as netiquette, digital footprint, privacy, ethics, and cyberbullying.
- Safe navigation and educational use of Internet services.

SYLLABUS

- 1st week: Informatics as a scientific field. Introductory concepts. ICT in education.
- 2nd week: Digital Literacy – data, information, digital world, digital twin.
- 3rd week: The Internet – history, structure, web browsers, cookies.
- 4th week: Free/Libre Open Source Software – Creative Commons licenses.
- 5th week: Web search – strategies, reliability of information.
- 6th week: Legal issues – GDPR.
- 7th week: Web 2.0 – collaborative tools (Google Docs, online spreadsheets).
- 8th week: Synchronous & asynchronous communication – email, Zoom, Webex, MS Teams.
- 9th week: Digital security – malware, spam.
- 10th week: Personal data security – GDPR, identity theft, right to be forgotten.
- 11th week: Social media and their role in education.
- 12th week: Child and adolescent online protection.
- 13th week: Safe educational environments – website presentations.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures and laboratory work in a computer lab.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of computers, Internet, projector, Moodle platform, digital communication, and online evaluation.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39 hours
	Small individual practice tasks	25 hours
	Independent study	36 hours
	Course total	100 hours (4 ECTS)
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	- Participation in experiential activities: 10% - Periodic knowledge checks: 20% - Final written exam: 70%	

ATTACHED BIBLIOGRAPHY

A. In Greek

- Σημειώσεις διδάσκοντα, Σ. Αναγνωστάκης [Instructor's Notes]
- Ασφάλεια Πληροφοριών στο Διαδίκτυο, Ιωάννης Μαυρίδης, ΚΑΛΛΙΠΟΣ, 2015 [Information Security on the Internet]
- Εργαστήριο ασφάλειας πληροφοριών και συστημάτων, Ιωάννης Μαυρίδης, ΚΑΛΛΙΠΟΣ, 2015 [Information and Systems Security Laboratory]
- <https://www.elculture.gr/blog/article/παιδικά-βιβλία-με-αφορμή-παγκόσμι/>

A.2 Additional Greek Bibliography

- <http://aesop.iep.edu.gr/node/15135>
- <https://synedrio.pekap.gr/praktika/7o/ergasies/3balis3.pdf>

E04 Interdisciplinary Approaches to Science Teaching

E04 01 Science, Technology, Engineering and Mathematics (STEM) in Education

GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E04 01	SEMESTER	5th
COURSE TITLE	<i>Science, Technology, Engineering and Mathematics (STEM) in Education</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures & Workshops		3	5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:	Basic Concepts of Physics (E02P02) & Methodology of Teaching Natural Sciences in Primary School (E02P06)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English through assignments & independent study)		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/modules/auth/courses.php		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> Upon completion of the course, students will be able to:

• Identify the scientific fields of STEM. • Apply pedagogical content knowledge related to STEM Education. • Make interdisciplinary connections among STEM fields, identifying shared principles, laws, and practices as well as essential differences. • Connect scientific knowledge taught in school curricula with competencies required in modern STEM professions. • - Develop design, construction, and optimization skills for STEM artifacts.																			
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td><i>.....</i></td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td><i>.....</i></td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
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<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	<i>.....</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
- Interdisciplinary integration of STEM content knowledge. - Development of STEM artifact construction skills. - Independent and group work.																			

SYLLABUS

Content knowledge in Natural Sciences (Physics, Chemistry, Biology, Geology): Basic concepts, conservation principles, experimental inquiry techniques. • Mathematical knowledge: Graph analysis, problem solving, modeling. • Technological knowledge: Programming, computational thinking, use of innovative technological tools, opportunities & limitations of technology. • Engineering knowledge: Engineering Design Cycle, optimization, control & error estimation. • Examples of interdisciplinary STEM teaching units. • Design & Development of STEM artifacts. • Implementation & Testing of STEM artifacts. • Redesign & Optimization of artifacts.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face instruction

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	• Use of microcomputer systems (sensors, smart devices, data collection & analysis software) • Use of Educational Robotics (LEGO EV3 & NXT) and open-source platforms (Arduino, Scratch) • Use of ICT in teaching (projector, online tools) • Support of learning via e-class platform • Electronic communication with students												
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th><i>Activity</i></th><th><i>Semester workload</i></th></tr> </thead> <tbody> <tr> <td>Lectures & Workshops</td><td>39</td></tr> <tr> <td>Individual/Group</td><td>30</td></tr> <tr> <td>Assignments</td><td></td></tr> <tr> <td>Independent Study</td><td>56</td></tr> <tr> <td>Course total</td><td>125</td></tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures & Workshops	39	Individual/Group	30	Assignments		Independent Study	56	Course total	125
<i>Activity</i>	<i>Semester workload</i>												
Lectures & Workshops	39												
Individual/Group	30												
Assignments													
Independent Study	56												
Course total	125												
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation is conducted in Greek. It includes assignments and/or oral examinations.												

ATTACHED BIBLIOGRAPHY

- Suggested bibliography: - Related academic journals: Serway, R. & Jewett, J. (2012). Φυσική για Επιστήμονες και Μηχανικούς (Όγδοος Τόμος) [Physics for Scientists and Engineers, Vol. 8]. Εκδόσεις Κλειδάριθμος. Ψυχάρης, Σ. & Καλοβρέκτης, Κ. (2017). Διδακτική και σχεδιασμός εκπαιδευτικών δραστηριοτήτων STEM και ΤΠΕ [Teaching and Design of STEM and ICT Educational Activities]. Εκδόσεις Τζιόλα.

E04 02 Science – Technology – Society (STS) in Education

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E04 02	SEMESTER	From 4 th semester
COURSE TITLE	<i>Science – Technology – Society (STS) in Education</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures & Workshops		3 hours	5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:	Basic Concepts of Physics (E02P02) & Didactics of Science (E02P06)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (in English, with assignment and independent study)		
COURSE WEBSITE (URL)	Open e-class: https://eclass.edc.uoc.gr/modules/auth/courses.php		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
- Upon successful completion of the course, students are expected to be able to: - Recognize the nature of technology and its interconnection with science. - Analyze a social, scientific, and/or environmental issue from multiple perspectives (e.g., scientific, political, ethical, environmental, economic). - Evaluate the validity and reliability of information sources.

- Develop instructional strategies for managing contemporary socio-scientific issues in STEM teaching. - Engage students in action-oriented activities.																		
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table><tr><td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr><tr><td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr><tr><td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr><tr><td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr><tr><td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr><tr><td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr><tr><td><i>Working in an interdisciplinary environment</i></td><td>.....</td></tr><tr><td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr><tr><td></td><td>.....</td></tr></table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>		<i>Production of new research ideas</i>	<i>Others...</i>		
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																	
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																	
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<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																	
<i>Working in an interdisciplinary environment</i>																		
<i>Production of new research ideas</i>	<i>Others...</i>																	
																		
- Search, analysis and synthesis of data and information using appropriate technologies. - Evaluation of sources & information. - Autonomous work. - Teamwork. - Decision-making & action-taking.																		

SYLLABUS

- The value of the Science–Technology–Society (STS) approach in teaching. - Goals of the STS approach. - Nature of technology and its interaction with scientific progress. - Analysis of contemporary socio-scientific issues and challenges. - Evaluation of sources & information (analysis of misinformation regarding socio-scientific issues). - Concepts of activism, social responsibility, and citizenship. - Teaching strategies for implementing the STS approach. - Students’ reasoning about socio-scientific issues. - Designing a lesson based on the STS approach.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with student</i>	• Use of ICT in teaching • Support of learning through the e-class platform • Online communication with students		
TEACHING METHODS <i>The manner and methods of teaching are</i>	<table> <tr> <td>Activity</td><td>Semester workload</td></tr> </table>	Activity	Semester workload
Activity	Semester workload		

<i>described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Lectures & Workshops (3×13=39h)	39
	Individual/Group Assignments	30
	Independent Study	56
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment is conducted in Greek. Includes submission of assignments and/or oral examinations.	

ATTACHED BIBLIOGRAPHY

Allchin, D. (2022). Who speaks for science?. Science & Education, 31(6), 1475-1492.

Allchin, D. (2023). Ten competencies for the science misinformation crisis. Science Education, 107(2), 261-274.

Bencze, L., Pouliot, C., Pedretti, E., Simonneaux, L., Simonneaux, J., & Zeidler, D. (2020). SAQ, SSI and STSE education. Osborne, J., & Pimentel, D. (2023). Science education in an age of misinformation.

Pedretti, E., & Nazir, J. (2011). Currents in STSE education. Simonneaux, L., & Simonneaux, J. (2009). Students' socio-scientific reasoning.

E04 03 Digital Technologies in Interdisciplinary STEM Education

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	E04 03	SEMESTER	5 th –8 th
COURSE TITLE	<i>Digital Technologies in Interdisciplinary STEM Education</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures & Workshops		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	special background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English with assignment and independent study)		
COURSE WEBSITE (URL)	Open e-class		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
• Recognize interdisciplinary connections among STEM fields. • Apply pedagogical and technological content knowledge related to STEM education. • Use digital skills for designing, constructing, and developing STEM activities. • Design STEM learning sequences using digital technologies for face-to-face or

blended learning.

General Competences

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

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

- Management of contemporary digital tools for STEM activity design and development.
- Development of STEM instructional scenarios using digital technologies.
- **Autonomous and group work.**

SYLLABUS

Interdisciplinary STEM connections.

- Study & analysis of graphs using real-time data in STEM contexts.
 - Use of innovative digital tools in STEM education (interactive videos, gamification, robotics, augmented reality, infographics, etc.).
 - Limits and affordances of digital media in STEM education.
 - Examples of interdisciplinary STEM units using digital technologies.
 - Design & development of STEM teaching units with digital technologies.
- **Practical implementation of digital STEM teaching.**

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face meetings	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of microcomputer systems, robotics (LEGO EV3 & NXT), open-source software (Arduino, Scratch), projectors, online tools, e-class platform.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing,</i>	Activity	Semester workload
	Lectures & Workshops	39
	Individual / Group Assignments	31
	Independent Study	55

<i>artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment is conducted in Greek. Includes submission of assignments and/or oral examinations.	

ATTACHED BIBLIOGRAPHY

Ψυχάρης Σ. & Καλοβρέκτης Κ. (2017). Διδακτική και σχεδιασμός εκπαιδευτικών δραστηριοτήτων STEM και ΤΠΕ [Teaching and design of STEM and ICT educational activities]. Εκδόσεις Τζιόλα. Τζιμογιάννης Α. (2019). Ψηφιακές Τεχνολογίες και Μάθηση του 21ου αιώνα [Digital technologies and 21st-century learning]. Εκδόσεις Κριτική.

Undergraduate thesis

GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Primary Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE		SEMESTER	7-8 th
COURSE TITLE	<i>Undergraduate thesis</i>		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
7 th semester		3	6
8 th semester		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	Students can opt to complete an undergraduate thesis provided they have passed successfully the course B06 Π01 <i>Introduction to Research Methodology</i> as well as a seminar in the Division (out of the five the Department has) in which the student intends to implement their thesis.		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	---		

LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
Upon successful completion of the thesis, the students are expected to be able: - to write a scientific paper

- to conduct a literature review - to carry out scientific research in the case of an empirical study - to explore electronic book and journal databases of books with a view to collecting the bibliographical sources required for the in-depth study of their designated topic - to critically approach the information provided by different bibliographic sources so as to use it synthetically in their thesis - to gain an in-depth understanding of their designated scientific topic - to submit a complete study that meets academic standards - to pass successfully the viva on the topic of their thesis																			
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td>.....</td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td>.....</td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>		<i>Production of new research ideas</i>	<i>Others...</i>		
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
<i>Team work</i>	<i>Criticism and self-criticism</i>																		
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>																			
<i>Production of new research ideas</i>	<i>Others...</i>																		
																			
- <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> - <i>Develop critical thinking</i> - <i>Production of new research ideas</i> - <i>Decision-making</i> - <i>Working independently</i> - <i>Working in an interdisciplinary environment</i> - <i>Respect for difference and multiculturalism</i> - <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> - <i>Criticism and self-criticism</i> - <i>Production of free, creative and inductive thinking</i>																			

SYLLABUS

Drawing on their special research and personal interests, students designate the topic of the undergraduate thesis in consultation with their supervisor and work towards implementing it according to academic standards.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	The means of delivery varies and is contingent on the supervisor who decides on the most appropriate way of delivery on the basis of their students' needs. Face-to-face learning is the most common way of

	delivery. Especially during the first term of supervision, delivery can take the form of a seminar.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Projector Power Point Presentations CLASSWEB Email Ηλεκτρονική επικοινωνία με τους φοιτητές/τις φοιτήτριες Use of the internet και YouTube Use of digital databases	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Search, find, study and analyse bibliography, plan (empirical) research	100 hours/4 ECTS
	Study independently, search on the Internet/in the library or/and in the field	100 hours/4 ECTS
	Write the undergraduate thesis	100 hours/4 ECTS
	Course total	300 hours/12 ECTS
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Students submit their thesis for evaluation to a two-member committee, consisting of the supervisor and another faculty member approved by the board of professors in the departmental meeting. After the committee reviews their thesis, the student is invited to the viva. The thesis is evaluated for the originality of research and the quality of writing, as well as for the student's ability to orally defend its content.	

ATTACHED BIBLIOGRAPHY

The student, initially with the support of the instructor and later independently, identifies literature relevant to the topic of their thesis.