



**UNIVERSITY OF WESTERN MACEDONIA
FLORINA SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION**

DETAILED COURSE CATALOGUE

**FOR THE DEPARTMEN OF
PRIMARY EDUCATION**

Academic Year 2015-2016

FLORINA, 2015

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The new Course Guide for the 2015-2016 academic year is a corrected and updated version of the previous academic years' Course Guide of the Department of Primary Education.

The Editorial Committee for the English version of the current Detailed Course Guide is

Konstantinos Nikolantonakis, Associate Professor

George Malandrakis, Lecturer

1. THE UNIVERSITY OF WESTERN MACEDONIA

The University of Western Macedonia (UOWM - Panepistimio Dytikis Makedonias) was established in 2003 by the Presidential Decree 92/2003 (P. 83/11-4-2003) and began its operation in the same year. The departments of Aristotle University of Thessaloniki, which were already based at Western Macedonia (Florina and Kozani), have constituted the four departments of the University of Western Macedonia. These are the **Department of Early Childhood Education**, the **Department of Primary Education** (both constituting the Florina School of Education), the **Department of Balkan Studies** and the **Department of Mechanical Engineering** at Kozani. All staff working in these departments have moved to the new University. Two new Departments have been established: **Department of Informatics & Telecommunications Engineering** and **Department of Fine and Applied Arts**. Since Autumn 2013 the Department of Balkan Studies is no longer part of the UOWM, as with the Presidential Decree 72, article 1, paragraph 1 (FEK 119 v.A') it was transferred and merged with the Department of Balkan Slavic and Oriental Studies of University of Macedonia (Thessaloniki).

The University of Western Macedonia Declared as autonomus University with the Law 4316 (FEK 270/24.12.2014, p. 121). Following this, elections for the position of Rector were declared and Professor Tourlidakis A., Department of Mechanical Engineering was elected as the first Rector of the University. His official appointment was published to FEK 152/YOΔΔ/23.3.2015.

The electronic address of the University of Western Macedonia is www.uowm.gr

2. INFORMATION OF THE INSTITUTION

2.1 Name and address

| | |
|---|---|
| Full legal name of Institution | University of Western Macedonia |
| ERASMUS Code of Institution | G KOZANI 02 |
| WWW Internet Address | www.uowm.gr |
| Name of the Legal Representative | Prof. Antonios Turlidakis |
| Official Title | Rector of the University of Western Macedonia |
| Address | Parko Agiou Dimitriou GR- 50100-KOZANI GREECE |
| Telephone (inc. country and area code) | +30-24610-56200 |
| Fax (inc. country and area code) | +30-24610-56201 |
| Responsible Office/Department | Department of International Relations and Educational Programmes |
| Institutional ERASMUS Coordinator | Mrs Christina Petaloti Head of the International Relations and Educational Programmes Office University of Western Macedonia Parko Agiou Dimitriou GR-50 100 Kozani Greece |
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| Department ERASMUS Coordinator (contact person) | Malandrakis Georgios, Ph.D. Lecturer |
| E-mail address | gmalandrakis@uowm.gr |
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| Department ERASMUS Coordinator (contact person) | Nikolantonakis Konstantinos, Ph.D. Associate Professor |
| E-mail address | knikolantonakis@uowm.gr |
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3. FLORINA SCHOOL OF EDUCATION

UOWM School of Education is located in Florina and it is comprised by the Departments of Primary Education and Department of Early Childhood Education. The Department of Primary Education was established in 1989 by the Presidential Decree 544/1989 and began to operate as a branch of the Aristotle University of Thessaloniki since 1990-1991. Department of Early Childhood Education along with the Florina School of Education were established in 1993 with the presidential Decree 99. The Florina School of Education transferred to the new University of Western Macedonia (Panepistimio Dytikis Makedonias) in 2003.

4. DEPARTMENT OF PRIMARY EDUCATION (FLORINA)

4.1 Establishment and mission

According to article 2 of the Presidential Decree 544/1989, the article 5 of the presidential decree 99/1993 and within the framework of the University's mission (article 1 of Law 1268/1982) the role of the Department of Primary Education is:

- To cultivate and promote the Educational Sciences through academic and applied teaching and research,
- To supply their graduates with the adequate theoretical and practical education necessary for their scientific and professional development,
- To deal with and contribute to the resolution of educational issues, and
- To contribute to the on-going need for citizens' education and training .

Graduates of the Department of Primary Education hold a Degree constituting them able to work as Teachers in Primary Schools (Public or Private).

4.2 Administrative Authorities of School of Education and Department of Primary Education

The General Assembly of the School is apperted by the members of the General Assemblies of the two Departments.

Secretary: Fray-Argyropoulou, E., (appointed)

4.2.1 General Assembly (G.A.) of the Department of Primary Education (21 members)

Head: Lemonidis, K., *Professor*

Deputy Head: ---

Members:

1. Academic Staff

| | |
|----------------------|-------------------------------------|
| Akritopoulos, A., | <i>Professor</i> |
| Andreou, A. | <i>Professor</i> |
| Iliadou, S., | <i>Professor</i> |
| Lemonidis, K., | <i>Professor</i> |
| Papadopoulou, V., | <i>Professor</i> |
| Tsakiridou, E., | <i>Professor</i> |
| | |
| Dimitriadou, K., | <i>Associate Professor</i> |
| Griva, E., | <i>Associate Professor</i> |
| Hatziefraimidis, I., | <i>Associate Professor (Archim)</i> |
| Iordanidis, G., | <i>Associate Professor</i> |
| Kamaroudis, S., | <i>Associate Professor</i> |
| Nikolantonakis, K., | <i>Associate Professor</i> |
| Pnevmatikos, D., | <i>Associate Professor</i> |
| Spyrtou, A., | <i>Associate Professor</i> |
| Thoidis, I., | <i>Associate Professor</i> |
| | |
| Kasvikis, K., | <i>Assistant Professor</i> |
| Sakellariou, A., | <i>Assistant Professor</i> |
| | |
| Malandrakis, G., | <i>Lecturer</i> |
| Palegeorgiou, G., | <i>Lecturer</i> |

2. Representative of the members of Special Technical Staff:

Athanasios Vaitsakis

3. Six representatives of the Students' Union

4. One representative of the postgraduate students

4.3 Academic Staff of the School

A. Staff of the Department of Primary Education

(<http://www.eled.uowm.gr>)

1. Academic Staff

Professors

Akritopoulos Alexandros, Ph.D.

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Iliadou-Tahou Sophia, Ph.D.

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(Teaching Mathematics)

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(Physics and its Teaching)
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Lecturers

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Fotiadis Konstantinos, Ph.D.
(Greek History With Emphasis in the History of Modern Years)
tel. +30 23850 55019-20, e-mail: kfotiadis@uowm.gr

2. Teaching Staff from The Department of Early Childhood Education

The following courses are taught by academic staff from the Department of Early Childhood Education:

- Sociology of Education (Fotopoulos, N.)
- Cooperative Education (Vrinioti, K.)
- Development of the number concept (Christou, K.)
- Critical Literacy (Stamou, A.)
- Development of Digital Material and Learning Scenarios with ICTs (Bratitsis, T.)
- Advanced Teaching Approaches with ICTs (Bratitsis, T.)

3. Adjunct Academic Staff

Adjunct Academic staff is hired after open call for the teaching of the following courses:

Winter Semester

- School Psychology and Counselling
- Teaching of Plastic Arts
- Music Education
- Music Theory and Practice
- Special Needs Education

Spring Semester

- Learning Theories and Learning Difficulties
- Music Education
- Teaching Practice 3rd Phase
- C Phase of Teaching Practice

4. Special Scientific and Teaching Staff

Semoglou Kleoniki, Ph.D.
(Physical Education)
tel. +30 23850 55050, e-mail: ksemoglou@uowm.gr

5. Special Technical Staff

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(Librarian)
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Mr Semertzidis Georgios
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6. Administrative Staff

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Mrs Evaggelou Despoina
(Secretary assistant)
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fax: 23850 – 55003

7. Technical – Assistant Staff

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8. Library Staff

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Tsiligkaridou Ioanna
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9. Detached Primary and Secondary Teachers

Each year a number of primary and secondary teachers are detached from their school to the University assisting teaching practice, laboratory work and foreign language teaching.

4.4 Department Committees

1. Evaluation Committee

The Head of The Department
Dimitriadou Aikaterini
Griva Eleni
Malandrakis Georgios
Palegeorgiou Georgios

2. Academic Issues And Curricula Reform Committee

The Head of The Department
Pnevmatikos Dimitrios
Iliadou-Tahou Sofia
Thoidis Ioannis
Spyrtou Anna
Dimitriadou Aikaterini
Sakellariou Aggeliki
Students representatives

3. Postgraduate Studies Committee

Pnevmatikos Dimitrios (Director)
Spyrtou Anna
Griva Eleni
Kasvikis Konstantinos
Palegeorgiou Georgios

4. Students Issues Committee

Pnevmatikos Dimitrios
Thoidis Ioannis

5. Erasmus Committee

Nikolantonakis Konstantinos
Malandrakis Georgios

4.5 Facilities, Laboratories and Libraries

Florina School of Education is settled in new constructed and refurbished buildings, the same of that the former Florina Pedagogic Academia was in operation from 1984 until it was ceased in 1989. These facilities are located at the 3rd Km of Florina-Niki National Road.

Currently, Florina School of Education has the following facilities:

- Amphitheatre A' (300 Seats)
- Amphitheatre B' (150 Seats)
- 21 Classrooms (One Named 'Theodoros Kastanos' And One Named 'Emmanouil Sarris')
- Local History Laboratory
- Laboratory Of Teaching Mathematics And New Technologies
- Laboratory Of Science And Sustainability Education And Production of Educational Material (<http://www.felab.edu.uowm.gr>)
- Plastic Arts Classroom - Laboratory
- Music Classroom – Laboratory
- Computers Laboratory
- Gym
- School Textbooks Library
- Study Rooms
- Library
- Pedagogic Academia Archives

Partner Primary Schools for Students' Training

For the training of students, UOWM is collaborated with the following schools:

Experimental Primary School of Florina (8 classes)
1st Primary School of Florina (12 classes)
2nd Primary School of Florina (12 classes)
3rd Primary School of Florina (13 classes)
5th Primary School of Florina (12 classes)
6th Primary School of Florina (12 classes)
Melitis' Primary School (8 classes)
Ammohori Primary School (7 classes)
Ano Kallinikis' Primary School (6 classes)
Ano Kleines Primary School (6 classes)
Armenohori Primary School (6 classes)
Vevi's Primary School (6 classes)
Itea's Primary School (6 classes)
Kato Idrousas Primary School (6 classes)
Kelly's Primary School (6 classes)
Sitaria's Primary School (5 classes)
Perasmatos Primary School (4 classes)

5. DEPARTMENT OF PRIMARY EDUCATION UNDERGRADUATE PROGRAM OF STUDIES

5.1 Qualifications Awarded from the Department of Primary Education

5.1.1 Degree

The Department of Primary Education honours a 4-year Bachelors' Degree in Educational Studies, constituting graduates able to pursue appointment in Primary Schools.

5.1.2 Specialization Certificate

The Department of Primary Education also provides '*Certificate of Specialization*' to an academic field, to students who have successfully attended at least one Required Elective Course or an Elective Course to the particular academic field, and they also have successfully accomplished their Bachelor Thesis to the same academic field. The academic field is defined by the academic field of the tutor of the courses that have been selected by the student under the above described conditions. The 'Certification of Specialization' is provided by the Secretary of the Department and it is signed by the Head of the Department.

5.1.3 After graduation

Graduates from the Department of Primary Education – UOWM, may pursue postgraduate studies in the following programs:

1. Master's Degree in the fields of:
 - a. **School Pedagogy and New Technologies** (120 ECTS) with the following specializations
 - i. Modern teaching approaches
 - ii. Teachers' education / Educational Policy
 - b. **Humanities and New Technologies** (120 ECTS), with the following specializations
 - i. Language
 - ii. History
 - iii. Culture
 - c. **Sciences and New Technologies** (120 ECTS)
 - i. Teaching of Mathematics
 - ii. Science Education

Department of Primary Education also runs or participates to the following Master Programs:

- a. **History, Local History: Research and Teaching** (90 ECTS)
- b. **Management and Administration in Education – Educational Leadership** (90 ECTS).
- c. **Science, Environment and Technology in Education** (90 ECTS). It is a Interdepartmental program with the Department of Early Childhood Education - UOWM.
- d. **Mathematics Education** (90 ECTS). It is an Interuniversity and Interdepartmental Master Program among DPE-UOWM, Department of Educational and Social Policy –

University of Macedonia, School of Early Childhood Education – Aristotle University of Thessaloniki, and DPE – Democretious University of Thrace.

2. Ph.D. Degree in Educational Studies. Ph.D. candidates should have accomplished their first cycle of postgraduate studies either in the Department of Primary Education-UOWM or to any other relevant academic field from other Institution.

5.2 The Structure of the Programme of Studies

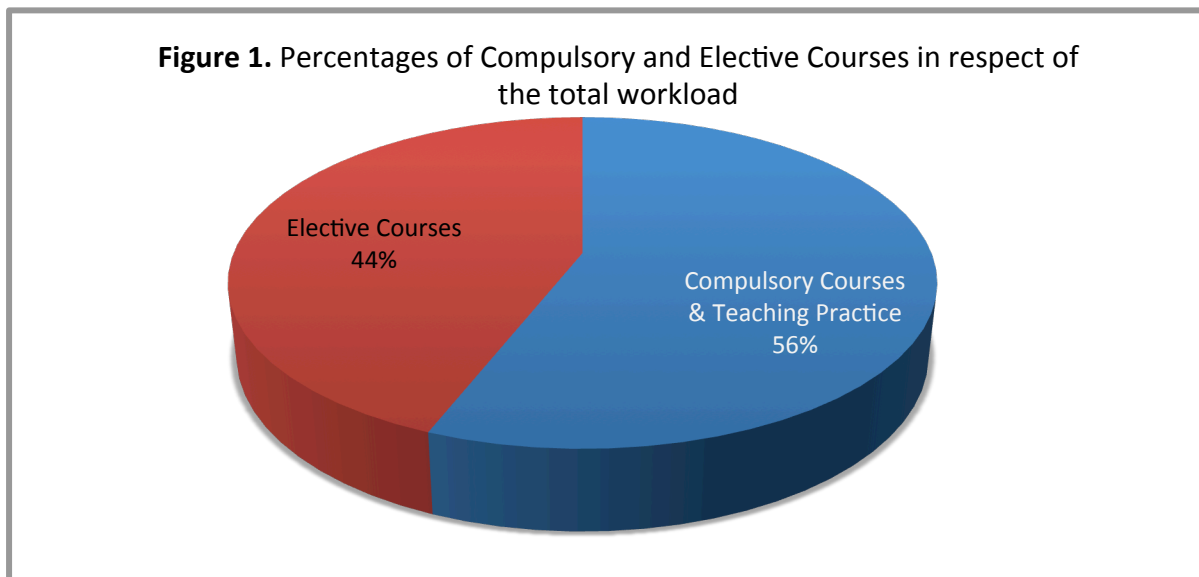
(Based on the article 24 of Law 1268/82, the article 9 of Law 2083/92 and the article 1 of Law 2188/94)

The programme of studies of the Pedagogical Department of Primary Education includes semester courses, practice in partner schools and an optional Bachelor Thesis. For the graduation, at least eight (8) semesters of study are needed. For each semester corresponds two numbers; the first expresses the number of Credits (Cr) and the other the European Credit Transfer System (ECTS) indicating the work load of students. For complete courses, one (1) Cr corresponds to 1 teaching hour per week, for a whole semester, while for labs courses corresponds to one (1) to three (3) hours of teaching per week, for a semester.

One (1) ECTS corresponds to 25 – 30 hours of work load for a particular course. For each semester the total work load of students is 30 ECTS. For graduation, **two hundred and forty (240) ECTS** (8 semesters X 30 ECTS/semester = 240 ECTS) are needed.

5.2.1 Categories of Courses

The academic program has eight (8) semesters with 30 ECTS workload per semester for each student and a total workload for the graduation of 240 ECTS (8 X 30 ECTS = 240 ECTS). Three categories of courses are included in the academic program: **Compulsory (Y)**, **Required Elective (YE)** and **Elective (EE)** or free choice courses. Fifty-six (56%) of the total workload (ECTS) are compulsory (Y) and the rest 44% are elective (See Figure 1).



Compulsory (Y) courses for the eight semesters are 29, corresponding to 132 ECTS or to the 56% of students' workload. Teaching Practice courses are included to the Compulsory courses and correspond to the 13% of students' total workload and to the 17% of the Compulsory courses (see Figure 2).

Required Elective courses (YE) are 20, corresponding to the 34% of students' total workload (82 ECTS). Eighteen courses ($18 \times 4 = 72$ ECTS) comes, in groups of six, from each of the three fields of study, i.e., Educational Sciences (Sc), Humanities (Hm) and Sciences (SC). The remaining two courses are two Teaching Practice courses ($2 \times 5 = 10$ ECTS).

The **Elective courses (EE)** that students can choose are 6 ($6 \times 4 = 24$ ECTS) corresponding to the 10% of students' total workload.

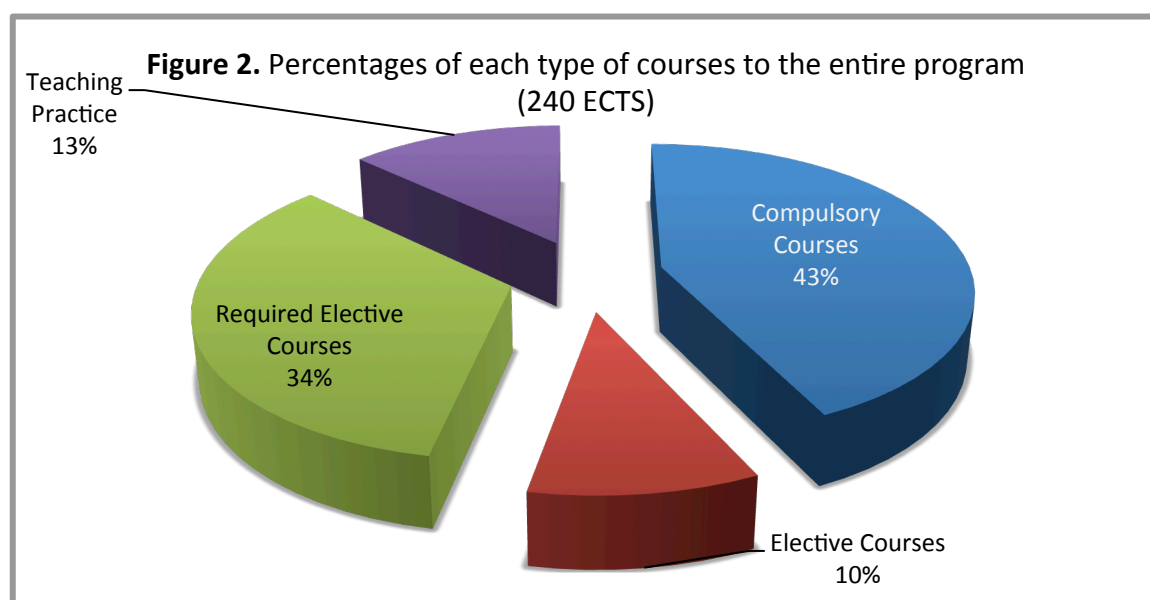
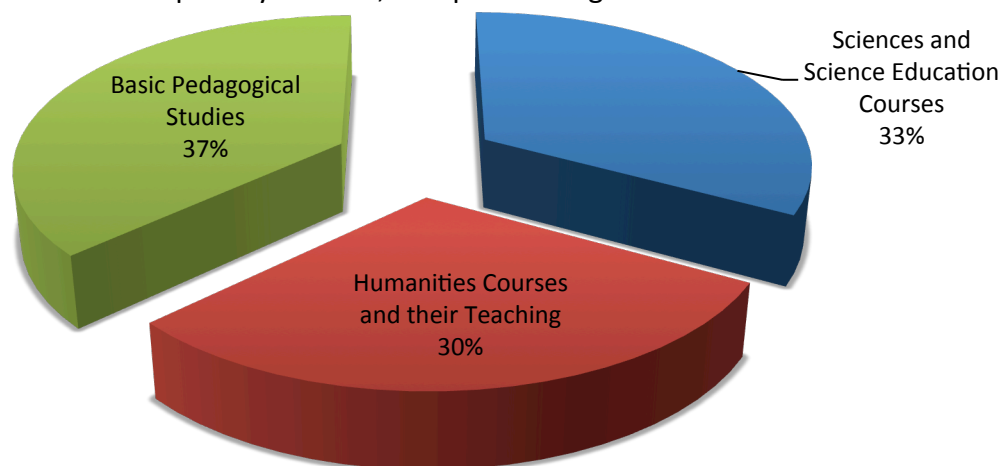


Figure 3. The percentage (%) of each field of courses(ES, HM, SC) in the Compulsory courses, except Teaching Practice



5.2.2 Categories of undergraduate courses and their correspondence with ECTS

| Categories of courses | No of Courses | ECTS |
|---|---------------|------------|
| Compulsory courses | 30 | 134 |
| <i>Courses from Educational Sciences</i> | 10 | 42 |
| <i>Courses from Humanities and their Teaching</i> | 8 | 32 |
| <i>Courses from Sciences and Mathematics</i> | 6 | 29 |
| <i>Teaching Methodology and Practice</i> | 6 | 31 |
| Required Elective courses | 20 | 82 |
| <i>Courses from Educational Science</i> | 6 | 24 |
| <i>Courses from Humanities and their Teaching</i> | 6 | 24 |
| <i>Courses Sciences and Mathematics</i> | 6 | 24 |
| <i>Teaching Methodology and Practice</i> | 2 | 10 |
| Elective Courses | | |
| <i>or</i> | 6 | 24 |
| Elective courses (3) + Bachelor Thesis | | |
| Total | 56 | 240 |

All the above 56 courses are organized in the following tables according to various criteria like: the type of courses, the semester that are taught or offered, and the academic year that these courses are offered.

The classification of courses and their coding is presented in the following table.

| Educational Sciences (ES) | | Humanities (HM) | | Sciences (SC) | | Teaching Practice (TP) | | EE |
|------------------------------|------------------|--------------------|------------------|------------------|------------------|---------------------------|------------------|------------------|
| Y | YE/EE | Y | YE/EE | Y | YE/EE | Y | YE/EE | |
| 101 to 130 | 131 to 199 | 201 to 230 | 231 to 299 | 301 to 330 | 331 to 399 | 401 to 430 | 431 to 499 | 501 to 599 |

Explanation of Acronyms

ES: Corresponds to courses from the field of Educational Sciences

HM: Corresponds to courses from the field of Humanities and their teaching

SC: Corresponds to courses from the field of Sciences and Science Education

TP: Teaching Practice

Y: Corresponds to Compulsory courses

YE: Corresponds to Required Elective courses

EE: Elective courses. A Required Elective courses when selected from students as Elective course is assigned with the code of EE followed by the same number that corresponds to the respective Required Elective course (YE).

BT: Bachelor Thesis

Besides the above courses, The Department of Primary Education offers a series of lessons without Credit Points or ECTS, aiming to familiarize students with the foreign terminology English, French, or German) of the Educational Sciences or the use of computers. These lessons are offered only in the case that secondary teachers are detached to the Department of Primary Education and the have the following codes:

ΕΑΓ: English Language

ΕΓΓ: French Language

ΕΠΓ: German Language

ΦΠ: Introductory Lessons to Computers and Informatics

ΣΠΒ: First-aid seminars (When possible)

5.3 Compulsory courses

Catalogue of Compulsory Courses

5.3.1 Courses from the Field of Educational Sciences (ES)

| Basic Pedagogical Education | ECTS |
|---|-----------|
| Y 101 Teaching Methodology | 4 |
| Y 102 Special Education | 4 |
| Y 105 Developmental Psychology | 4 |
| Y 107 History of Modern Greek Education | 4 |
| Y 108 Pedagogical Means and Materials | 4 |
| Y 111 Sociology of Education | 4 |
| Y 112 Management and Administration in Education | 5 |
| Y 113 Pedagogy | 5 |
| Y 114 Educational Interaction and Social Relationships in the Classroom | 4 |
| Y 117 School Psychology and Consulting | 4 |
| Total | 42 |

5.3.2 Courses in Specific Areas (Humanities and Sciences)

| Education In Subject-Matters Related to Various Topics Taught in Primary School | | ECTS |
|---|--------------|-----------|
| <i>Courses from Humanities and their Teaching</i> | | |
| Y 201 Teaching of Greek Language | | 4 |
| Y 202 Teaching a Second/ Foreign Language to Young Children | | 4 |
| Y 203 Modern Greek Grammar | | 4 |
| Y 204 Modern Greek History | | 4 |
| Y 207 Greek Children's and Young's Literature | | 4 |
| Y 208 History: Antiquity and Byzantium | | 4 |
| Y 209 Orthodoxy and Culture in Education | | 4 |
| Y 212 Special Topics in History Teaching | | 4 |
| | Total | 32 |
| <i>Courses from Sciences and Science Education</i> | | |
| Y 301 Mathematics Education | | 4 |
| Y 303 Concepts of Physics and Students' Ideas | | 5 |
| Y 304 Environmental Education | | 5 |
| Y 305 ICT in Education | | 5 |
| Y 307 Statistics | | 5 |
| Y 308 Elements of Arithmetic and Set Theory for Primary School | | 4 |
| | Total | 28 |

5.4 Required Elective Courses

5.4.1 Required Elective Courses from the Field of Educational Sciences (ES)

During their whole study, students have to successfully attend six (6) Required Elective Courses from the field of Educational Sciences (ES)

| Required Elective Courses from Educational Sciences (ES) | | | |
|--|--|------------------|------|
| CODE | TITLE | Teaching Staff | ECTS |
| YE 131 | Curricula | Papadopoulou V. | 4 |
| YE 133 | Pedagogy of Leisure Time | Thoidis I. | 4 |
| YE 134 | School Management | Iordanidis G. | 4 |
| YE 135 | History of Modern Greek Education | Iliadou-Tahou S. | 4 |
| YE 136 | Conceptual Development | Pnevmatikos D. | 4 |
| YE 140 | Multicultural Education | Papadopoulou V. | 4 |
| YE 142 | All Day School: Theory and Praxis | Thoidis I. | 4 |
| YE 144 | History of Education in Macedonia | Iliadou-Tahou S. | 4 |
| YE 145 | Moral And Emotional Development | Pnevmatikos D. | 4 |
| YE 146 | Intellectual Disability and Developmental Disabilities | Adjunct Staff | 4 |
| YE 154 | Organizational Behaviour | Iordanidis G. | 4 |
| YE 155 | Differentiated Instruction in Mixed Classes | Dimitriadou K. | 4 |
| YE 159 | Comparative Education | Vrinioti K. | 4 |
| YE 162 | Educational Policy | Iliadou-Tahou S. | 4 |
| YE 163 | Writing a Research Paper | Dimitriadou K. | 4 |
| YE 164 | Socio-pedagogical issues in Primary School | Thoidis I. | 4 |
| YE 165 | Motivation in Education | Pnevmatikos D. | 4 |
| YE 166 | Educational Evaluation | Iordanidis G. | 4 |

5.4.2 List of Required Elective Courses from the Field of Humanities (HM)

During their whole study, students have to successfully attend six (6) Required Elective Courses from the field of Humanities (HM)

| Required Elective Courses from Humanities (HM) | | | |
|---|--|-----------------------|-------------|
| CODE | TITLE | Teaching Staff | ECTS |
| YE 232 | Modern Greek Poetry and Poetry for Children and Young | Akritopoulos A. | 4 |
| YE 240 | Measurement and Evaluation of Motor-Conceptual Abilities and Skills | Semoglou K. | 4 |
| YE 243 | Didactics of Literature | Akritopoulos A. | 4 |
| YE 244 | Prose Literature for Children and Young | Akritopoulos A. | 4 |
| YE 245 | Linguistic- Pedagogical Issues | Kamaroudis S. | 4 |
| YE 248 | Pedagogical Kinetic Applications | Semoglou K. | 4 |
| YE 249 | Theory and Practice of Music | Adjunct Staff | 4 |
| YE 256 | Language Learning Strategies | Griva E. | 4 |
| YE 257 | Introduction to Bilingualism – Bilingual Education | Griva E. | 4 |
| YE 258 | Alternative Methods of Assessing Language Skills | Griva E. | 4 |
| YE 262 | Planning, Implementation and Evaluation of Cultural Educational Programs | Kasvikis K. | 4 |
| YE 264 | Analysis of Greek Language Texts | Kamaroudis S. | 4 |
| YE 265 | Vocabulary: Description and Didactics | Sakellariou A. | 4 |
| YE 266 | Literacy at School: Understanding and Producing Texts | Sakellariou A. | 4 |
| YE 267 | Museum Education | Andreou A. | 4 |
| YE 268 | History and Culture in Education | Andreou A. | 4 |
| YE 269 | History from the sources | Andreou A. | 4 |
| YE 270 | Language Contact in Multilingual and | Griva E. | 4 |

5.4.3 List of Required Elective Courses from the Field of Sciences and Mathematics (ES)

During their whole study, students have to successfully attend six (6) Required Elective Courses from the field of Sciences and Mathematics (SC)

Required Elective Courses from Sciences and Mathematics (SC)

| CODE | TITLE | Teaching Staff | ECTS |
|--------|--|-------------------|------|
| YE 331 | Construction of Educational Material for Mathematics Education Using ICT | Lemonidis Ch. | 4 |
| YE 332 | Epistemology | Nikolantonakis K. | 4 |
| YE 333 | Applied Statistics | Tsakiridou E. | 4 |
| YE 335 | Design and Development of Educational Software | Paleogeorgiou G. | 4 |
| YE 337 | History of Mathematics and Mathematics Education | Nikolantonakis K. | 4 |
| YE 342 | Applied Educational Research | Tsakiridou E. | 4 |
| YE 349 | Implementation of Sustainability Projects in Primary School | Malandrakis G. | 4 |
| YE 350 | Open Inquiry Learning Environments in Science Education | Spyrtou A. | 4 |
| YE 351 | Educational Software | Paleogeorgiou G. | 4 |
| YE 352 | Methodology of Educational Research | Tsakiridou E. | 4 |
| YE 354 | Developing the Number Concept | Christou K. | 4 |
| YE 355 | Designing, Implementation and Evaluation of Educational Activities in Techno-Scientific Settings | Spyrtou A. | 4 |
| YE 356 | Inter-Personal and Emotional Factors in Mathematics Education | Lemonidis Ch. | 4 |
| YE353 | Elements of Geometry and Problem Solving | Nikolantonakis K. | 4 |

| | | | |
|--------|---|-------------------------------|---|
| YE 357 | Ubiquitous Computing in Education | Paleogeorgiou G. | 4 |
| YE 358 | Development of Digital Material in Environmental Education | Malandrakis G. & Bouzas V. | 4 |
| YE 359 | Development of Digital Material and Learning Scenarios with ICTs | Bratitsis Th. | 4 |
| YE 360 | Advanced Teaching Approaches with ICTs | Bratitsis Th. | 4 |

5.5 Elective Courses

5.5.1 Elective courses of Winter Semester

During their whole study, in the winter semesters, students have to successfully attend two (2) of the following courses:

| Elective Courses of the winter semester (EE) | | | |
|--|---|-----------------|------|
| Code | Title | Teaching Staff | ECTS |
| EE 527 | Innovation and Entrepreneurship Management in Education I | Tsakiridou E. | 4 |
| EE 505 | History of Books | Papageorgiou E. | 4 |
| EE 525 | Educational Law and Institutions | Iordanidis G. | 4 |

5.5.2 Elective courses of Spring Semester

During their whole study, in the spring semesters, students have to successfully attend two (2) of the following courses:

| Elective Courses of the spring semester (EE) | | | |
|--|--|--------------------------------------|------|
| Code | Title | Teaching Staff | ECTS |
| EE 528 | Innovation and Entrepreneurship Management in Education II | Tsakiridou E. | 4 |
| EE 526 | Cultural Elements of Olympic Games in the 4 th Century A.D. | Archimandrite Chatziefraimidis E. | 4 |
| EE 504 | Book Arts | Papageorgiou E. | 4 |
| EE 524 | School Mediation | Iordanidis G. | 4 |
| EE 529 | Critical Literacy | Stamou A. | 4 |

5.6 Teaching Methodology and Practice

| Education in Theory and Training in Practice | | ECTS |
|--|---|-----------|
| A' Phase: Introduction to the Theory and Practice of School and Y 401 Instruction | | 5 |
| B' Phase: Didactics of Primary School Subjects | | |
| Y 402 | Greek Language Teaching in the Primary School | 5 |
| Y 403 | Teaching History | 5 |
| Y 404 | Mathematics Education | 5 |
| Y 405 | Science Teaching | 5 |
| C' Phase: Training Teaching for Two Full Weeks in a Primary School, Y 406 with Theoretical Preparation and Feedback | | 6 |
| Total | | 31 |

5.6.1 List of Required Elective Courses from the Field of Teaching Methodology and Teaching Practice (B' phase)

During their whole study, students have to successfully attend two (2) Courses from the field of Teaching Methodology and Teaching Practice

| Required Elective Courses in Teaching Methodology and Training Teaching | | | |
|--|--|--------------------------------------|-------------|
| Code | Title | Teaching Stuff | ECTS |
| YE 431 | Teaching Methodology for the Studies for the Environment | Malandrakis G. | 5 |
| YE 432 | Teaching of the Religious Education | Archimandrite Chatziafraimidis E. | 5 |
| YE 433 | Teaching Plastic Arts | Adjunct Stuff | 5 |
| YE 434 | Teaching of Music | Adjunct Stuff | 5 |
| YE 435 | Teaching Physical Education | Semoglou K. | 5 |

5.7 Distribution of Courses for the Students Who Entered at the Department of Primary Education at the 2015-2016 Academic Year

| 1 st SEMESTER | | | |
|------------------------------------|---|-----------------------------------|------|
| CODE | TITLE | TEACHING STUFF | ECTS |
| Y 105 | Developmental Psychology | Pnevmatikos D. | 4 |
| Y 113 | Pedagogy | Papadopoulou V. | 5 |
| Y 114 | Educational Interaction and Social Relationships in Classroom | Thoidis I. | 4 |
| Y 203 | Modern Greek Grammar | Sakellariou A. | 4 |
| Y 204 | Modern Greek History | Iliadou – Tahou S. | 4 |
| Y 209 | Orthodoxy and Culture in Education | Archimandrite Chatziafraimidis E. | 4 |
| Y 307 | Statistics | Tsakiridou E. | 5 |
| Total of 1 st Semester: | | | 30 |

| 2 nd SEMESTER | | | |
|------------------------------------|--|-------------------|------|
| CODE | TITLE | TEACHING STUFF | ECTS |
| Y 101 | Teaching Methodology | Dimitriadou K. | 4 |
| Y 102 | Special Education | Adjunct Stuff | 4 |
| Y 207 | Greek Children's and Young's Literature | Akritopoulos A. | 4 |
| Y 208 | History: Antiquity and Byzantium | Andreou A. | 4 |
| Y 303 | Concepts of Physics and Students' Ideas | Spyrtou A. | 5 |
| Y 305 | ICT in Education | Palegeorgiou G. | 5 |
| Y 308 | Elements of Arithmetic and Set Theory for Primary School | Nikolantonakis K. | 4 |
| Total of 2 nd Semester: | | | 30 |

| 3rd SEMESTER | | | |
|--|---|-----------------------|-------------|
| CODE | TITLE | TEACHING STUFF | ECTS |
| Y 108 | Pedagogical Means and Materials | Bessas D. | 5 |
| Y 201 | Teaching of Greek Language | Kamaroudis S. | 4 |
| Y 212 | Special topics in History teaching | Kasvikis K. | 4 |
| Y 401 | A' Phase: Introduction to the Theory and Practice of School and Instruction | Dimitriadou K. | 5 |
| Required Elective Courses from the Field of Educational Sciences (ES) (1/6) | | | |
| YE 131 | Curricula | Papadopoulou V. | 4 |
| YE 136 | Conceptual Development | Pnevmatikos D. | 4 |
| YE 162 | Educational Policy | Iliadou – Tahou S. | 4 |
| Required Elective Courses from the Field of Humanities (HM) (1/6) | | | |
| YE 232 | Modern Greek Poetry and Poetry for Children and Young | Akritopoulos A. | 4 |
| YE 257 | Introduction to Bilingualism – Bilingual Education | Griva E. | 4 |
| YE 266 | Literacy at School: Understanding and Producing Texts | Sakellariou A. | 4 |
| Required Elective Courses from the Field of Sciences and Mathematics (SC) (1/6) | | | |
| YE 337 | History of Mathematics and Mathematics Education | Nikolantonakis K. | 4 |
| YE 351 | Educational Software | Palegeorgiou G. | 4 |
| YE 356 | Inter-Personal and Emotional Factors in Mathematics Education | Lemonidis Ch. | 4 |
| Total of 3rd Semester: | | | 30 |

| 4 th SEMESTER | | | |
|--|--|--------------------|-----------|
| CODE | TITLE | TEACHING STUFF | ECTS |
| Y 107 | History of Modern Greek Education | Iliadou – Tahou S. | 4 |
| Y 301 | Mathematics Education | Lemonidis Ch. | 4 |
| Y 304 | Environmental Education – Education for Sustainable Development | Malandrakis G. | 4 |
| Y 403 / Y 405 | 2nd Phase: Teaching of History / Physics (1/2) | | |
| | Y 403 Teaching of History | Kasvikis K. | 5 |
| | Y 405 Teaching Physics | Spyrtou A. | 5 |
| | Required Elective Courses from the Field of Educational Sciences (ES) (1/6) | | |
| | YE 163 Writing a Research Paper | Dimitriadou K. | 4 |
| | YE 164 Socio-pedagogical issues in Primary School | Thoidis I. | 4 |
| | YE 165 Motivation in Education | Pnevmatikos D. | 4 |
| | Required Elective Courses from the Field of Humanities (HM) (1/6) | | |
| | YE 243 Didactics of Literature | Akritopoulos A. | 4 |
| | YE 248 Pedagogical Kinetic Applications | Semoglou K. | 4 |
| | YE 264 Analysis of Greek Language Texts | Kamaroudis S. | 4 |
| | Required Elective Courses from the Field of Sciences and Mathematics (SC) (1/6) | | |
| | YE 352 Methodology of Educational Research | Tsakiridou E. | 4 |
| | YE 353 Elements of Geometry and Problem Solving | Nikolantonakis K. | 4 |
| | YE 359 Development of Digital Material and Learning Scenarios with ICTs | Bratitsis Th. | 4 |
| Total of 3rd Semester: | | | 30 |

| 5 th SEMESTER | | | |
|--|--|--------------------------------------|-----------|
| CODE | TITLE | TEACHING STUFF | ECTS |
| Y 111 | Sociology of Education | Adjunct Stuff | 4 |
| Y 403 / Y 405 | 2nd Phase: Teaching of History / Physics (1/2) | | |
| | Y 403 Teaching of History | Kasvikis K. | 5 |
| | Y 405 Teaching Physics | Spyrtou A. | 5 |
| YE 431 / YE 435 | 2nd Phase: One Required Elective Course from the following (1/5): | | |
| | YE 431 Teaching Methodology for the Studies for the Environment | Malandrakis G. | 4 |
| | YE 432 Teaching of the Religious Education | Archimandrite Chatziafraimidis E. | 4 |
| | YE 433 Plastic Arts | Adjunct Stuff | 4 |
| | YE 434 Teaching of Music | Adjunct Stuff | 4 |
| | YE 435 <i>Teaching Physical Education</i> | Semoglou K. | 4 |
| | Required Elective Courses from the Field of Educational Sciences (ES) (1/6) | | |
| | YE 133 Pedagogy of Leisure Time | Thoidis I. | 4 |
| | YE 144 History of Education in Macedonia | Iliadou-Tahou S. | 4 |
| | YE 155 Differentiated Instruction in Mixed Classes | Dimitriadou K. | 4 |
| | Required Elective Courses from the Field of Humanities (HM) (1/6) | | |
| | YE 244 Prose Literature for Children and Young | Akritopoulos A. | 4 |
| | YE 256 Language Learning Strategies | Griva E. | 4 |
| | YE 268 History and Culture in Education | Andreou A. | 4 |
| | Required Elective Courses from the Field of Sciences and Mathematics (SC) (1/6) | | |
| | YE 333 Applied Statistics | Tsakiridou E. | 4 |
| | YE 350 Open Inquiry Learning Environments in Science Education | Spyrtou A. | 4 |
| | YE 354 Developing the Number Concept | Christou K. | 4 |
| Total of 3rd Semester: | | | 30 |

| 6 th SEMESTER | | | |
|--|---|---------------------------------------|-----------|
| CODE | TITLE | TEACHING STUFF | ECTS |
| Y 202 | Teaching Greek as a Second/ Foreign Language | Griva E. | 4 |
| Y 402 / Y 404 | 2nd Phase: Teaching of Language / Mathematics (1/2) | | |
| | Y 402 Greek Language Teaching in the Primary School | Kamaroudis S. | 5 |
| | Y 404 Mathematics Education | Lemonidis Ch. | 5 |
| YE 431 / YE 435 | 2nd Phase: One Required Elective Course from the following (1/5): | | |
| | YE 431 Teaching Methodology for the Studies for the Environment | Malandrakis G. | 4 |
| | YE 432 Teaching of the Religious Education | Archimandrite Chatziaifraimidis E. | 4 |
| | YE 433 Plastic Arts | Adjunct Stuff | 4 |
| | YE 434 Teaching of Music | Adjunct Stuff | 4 |
| | YE 435 <i>Teaching Physical Education</i> | Semoglou K. | 4 |
| | Required Elective Courses from the Field of Educational Sciences (ES) (1/6) | | |
| | YE 135 History of Modern Greek Education | Iliadou-Tahou S. | 4 |
| | YE 145 Moral And Emotional Development | Pnevmatikos D. | 4 |
| | YE 166 Educational Evaluation | Iordanidis G. | 4 |
| | Required Elective Courses from the Field of Humanities (HM) (1/6) | | |
| | YE 245 Linguistic- Pedagogical Issues | Kamaroudis S. | 4 |
| | YE 258 Alternative Methods of Assessing Language Skills | Griva E. | 4 |
| | YE 269 History from the sources | Andreou A. | 4 |
| | Required Elective Courses from the Field of Sciences and Mathematics (SC) (1/6) | | |
| | YE 335 Design and Development of Educational Software | Paleogeorgiou G. | 4 |
| | YE 355 Designing, Implementation and Evaluation of Educational Activities in Techno-Scientific Settings | Spyrtou A. | 4 |
| | YE 360 Advanced Teaching Approaches with ICTs | Bratitsis Th. | 4 |
| Elective Courses 2 (2/6) | | | 4 |
| Total of 3rd Semester: | | | 30 |

| 7 th SEMESTER | | | |
|--|--|---|-----------|
| CODE | TITLE | TEACHING STUFF | ECTS |
| Y 112 | Management, Administration and Evaluation in Education | Iordanidis G. | 5 |
| Y 117 | School Psychology and Consulting | Adjunct Stuff | 4 |
| Y 402 / Y 404 | 2nd Phase: Teaching of Language / Mathematics (1/2) | | |
| | Y 402 Greek Language Teaching in the Primary School | Kamaroudis S. | 5 |
| | Y 404 Mathematics Education | Lemonidis Ch. | 5 |
| Required Elective Courses from the Field of Educational Sciences (ES) (1/6) | | | |
| YE 134 | School Management | Iordanidis G. | 4 |
| YE 140 | Multicultural Education | Papadopoulou V. | 4 |
| YE 159 | Comparative Education | Vrinioti K. | 4 |
| Required Elective Courses from the Field of Humanities (HM) (1/6) | | | |
| YE 240 | Measurement and Evaluation of Motor-Conceptual Abilities and Skills | Semoglou K. | 4 |
| YE 249 | Theory and Practice of Music | Adjunct Stuff | 4 |
| YE 270 | Language Contact in Multilingual and Multicultural Contexts | Griva E. | 4 |
| Required Elective Courses from the Field of Sciences and Mathematics (SC) (1/6) | | | |
| YE 331 | Construction of Educational Material for Mathematics Education Using ICT | Lemonidis Ch. | 4 |
| YE 332 | Epistemology | Nikolantonakis K. | 4 |
| YE 349 | Implementation of Sustainability Projects in Primary School | Malandrakis G. | 4 |
| Elective Course 3 | | (3/6) or [Bachelor Thesis (1/3)] | 4 |
| Total of 3rd Semester: | | | 30 |

8th SEMESTER

| CODE | TITLE | TEACHING STUFF | ECTS |
|--|--|---------------------------------|-----------|
| Y 407 | C' Phase: Teaching Methodology and Practice | Papadopoulou V. & Adjunct Stuff | 6 |
| Required Elective Courses from the Field of Educational Sciences (ES) (1/6) | | | |
| YE 142 | All Day School: Theory and Praxis | Thoidis I. | 4 |
| YE 146 | Intellectual Disability and Developmental Disabilities | Adjunct Stuff | 4 |
| YE 154 | Organizational Behaviour | Iordanidis G. | 4 |
| Required Elective Courses from the Field of Humanities (HM) (1/6) | | | |
| YE 262 | Planning, Implementation and Evaluation of Cultural Educational Programs | Kasvikis K. | 4 |
| YE 265 | Vocabulary: Description and Didactics | Sakellariou A. | 4 |
| YE 267 | Museum Education | Andreou A. | 4 |
| Required Elective Courses from the Field of Sciences and Mathematics (SC) (1/6) | | | |
| YE 342 | Applied Educational Research | Tsakiridou E. | 4 |
| YE 357 | Ubiquitous computing in education | Paleogeorgiou G. | 4 |
| YE 358 | Development of Digital Material in Environmental Education | Malandrakis G. & Bouzas V. | 4 |
| Elective Course 4 | [4/6] or [Bachelor Thesis (2/3)] | | 4 |
| Elective Course 5 | [5/6] or [Bachelor Thesis (3/3)] | | 4 |
| Elective Course 6 | [6/6] | | 4 |
| Total of 3rd Semester: | | | 30 |

Table of courses correspondence between previous and current Guides

| Courses in Previous Guides | Courses in the Current Guide |
|---|---|
| Y 104 Educational Policy | Y 162 Educational Policy |
| Y 302 Educational Software | YE 351 Educational Software |
| Y 110 Socio-pedagogical issues in Primary School. | YE 164 Socio-pedagogical issues in Primary School |
| Y 306 Methodology of Educational Research | YE 352 Methodology of Educational Research |
| Y 309 Elements of Geometry and Problem Solving | YE 353 Elements of Geometry and Problem Solving |
| Y 211 History and Culture in Education | YE 268 History and Culture in Education |
| Y 103 Educational Evaluation | YE 166 Educational Evaluation |
| Y 115 Educational Psychology | YE 165 Motivation in Education |

5.8 Courses Taught in Other Languages

| Courses for the WINTER Semester | | | | |
|---------------------------------|--|---------------------------------------|----------|--------------------|
| CODE | TITLE | TEACHING STUFF | ECT S | Language |
| Y 105 | Developmental Psychology | Pnevmatikos D. | 4 | English |
| Y 112 | Management, Administration and Evaluation in Education | Iordanidis G. | 4 | English |
| Y 113 | Pedagogy | Papadopoulou V. | 4 | English, German |
| YE 133 | Pedagogy of Leisure Time | Thoidis I. | 4 | German |
| YE 134 | School Management | Iordanidis G. | 4 | English |
| YE 140 | Multicultural Education | Papadopoulou V. | 4 | English, German |
| YE 144 | History of Education in Macedonia | Iliadou-Tahou S. | 4 | English |
| YE 155 | Differentiated Instruction in Mixed Classes | Dimitriadou K. | 4 | English |
| YE 162 | Educational Policy | Iliadou – Tahou S. | 4 | English |
| Y 201 | Teaching of Greek Language | Kamaroudis S. | 4 | French |
| Y 209 | Orthodoxy and Culture in Education | Archimandrite Chatziaifraimidis E. | 4 | English |
| YE 212 | Special topics in History teaching | Kasvikis K. | 4 | English |
| YE 232 | Modern Greek Poetry and Poetry for Children and Young | Akritopoulos A. | 4 | English, French |
| YE 244 | Prose Literature for Children and Young | Akritopoulos A. | 4 | English, French |
| YE 256 | Language Learning Strategies | Griva E. | 4 | English |
| YE 257 | Introduction to Bilingualism – Bilingual Education | Griva E. | 4 | English |
| YE 268 | History and Culture in Education | Andreou, A. | 4 | English |
| YE 331 | Construction of Educational Material for Mathematics Education Using ICT | Lemonidis Ch. | 4 | English, French |
| YE 332 | Epistemology | Nikolantonakis K. | 4 | English, French |

| | | | | |
|--------|--|-------------------|---|-----------------|
| YE 337 | History of Mathematics and Mathematics Education | Nikolantonakis K. | 4 | English, French |
| YE 349 | Implementation of Sustainability Projects in Primary School | Malandrakis G. | 4 | English |
| Y 401 | Introduction to the Theory and Practice of School and Instruction | Dimitriadou K. | 5 | English |
| Y 405 | B' Phase: Teaching Physics | Spyrtou A. | 5 | English |
| YE 431 | B' Phase: Teaching Methodology for the Studies for the Environment | Malandrakis G. | 4 | English |

Courses for the SPRING Semester

| CODE | TITLE | TEACHING STUFF | ECT S | Language |
|--------|--|--------------------|----------|--------------------|
| Y 101 | Teaching Methodology | Dimitriadou K. | 4 | English |
| Y 107 | History of Modern Greek Education | Iliadou – Tahou S. | 4 | English |
| YE 135 | History of Modern Greek Education | Iliadou-Tahou S. | 4 | English |
| YE 154 | Organizational Behaviour | Iordanidis G. | 4 | English |
| YE 166 | Educational Evaluation | Iordanidis G. | 4 | English |
| Y 202 | Teaching Greek as a Second/ Foreign Language | Griva E. | 4 | English |
| Y 207 | Greek Children's and Young's Literature | Akritopoulos A. | 4 | English |
| YE 243 | Didactics of Literature | Akritopoulos A. | 4 | English, French |
| YE 245 | Linguistic- Pedagogical Issues | Kamaroudis S. | 4 | French |
| YE 258 | Alternative Methods of Assessing Language Skills | Griva E. | 4 | English |
| YE 262 | Planning, Implementation and Evaluation of Cultural Educational Programs | Kasvikis K. | 4 | English |
| YE 264 | Analysis of Greek Language Texts | Kamaroudis S. | 4 | French |
| Y 301 | Mathematics Education | Lemonidis Ch. | 4 | English, French |
| Y 303 | Concepts of Physics and Students' Ideas | Spyrtou A. | 5 | English |
| Y 304 | Environmental Education | Malandrakis G. | 4 | English |
| Y 308 | Elements of Arithmetic and Set Theory for Primary School | Nikolantonakis K. | 4 | English, French |
| YE 353 | Elements of Geometry and Problem Solving | Nikolantonakis K. | 4 | English, French |
| Y 402 | Greek Language Teaching in the Primary School | Kamaroudis S. | 5 | French |
| Y 404 | Mathematics Education | Lemonidis Ch. | 5 | English, French |
| Y 405 | B' Phase: Teaching Physics | Spyrtou A. | 5 | English |

| | | | | |
|--------|--|-----------------------------------|---|---------|
| YE 431 | B' Phase: Teaching Methodology for the Studies for the Environment | Malandrakis G. | 4 | English |
| EE 526 | Cultural Elements of Olympic Games in the 4 th Century A.D. | Archimandrite Chatziefraimidis E. | 4 | English |

6. ANALYTICAL DESCRIPTION OF COURSES

6.1 Compulsory Courses (Y)

| Course Title:TEACHING METHODOLOGY |
|---|
| Course Code: Y101 |
| Type of the course: Compulsory |
| Course Level: Introductory |
| Year of Study: 1 st |
| Semester: 2 nd |
| ECTS: 4 |
| Course Work Load: Instruction (attendance of lectures, presentations of books and articles, discussion) 39 hours; preparation of protocols 12 hours; preparation of assignments 32 hours, preparation for the exams 32 hours, written examination 3 hours. |
| Name of Lecturer: Katerina Dimitriadou |
| Course Goal: On the completion of the course, students should be able: to study/analyse the teaching procedure as a basic function of the school and to connect it with education, as well as the aims and the socio-cultural environment of the school to implement the theoretical principles of main teaching models in certain examples to discriminate the structural elements of a teaching procedure with its special characteristics to trace the parameters which contribute to the teaching effectiveness to formulate propositions of lesson planning in accordance with the Theory of Teaching. |
| Prerequisites: - |
| Course Contents: Instruction as a school function: aims, concept and context of teaching procedures. Education and programmes of teaching. The concept of Curriculum and its structural elements (targets, context, methodology, evaluation). Syllabus and school textbooks. Teaching methods. Psychological and socio-cultural pre-requisites of teaching and learning. Teaching models. Instructional tools. Differentiation of school work. Educational assessment. |

Basic Literature: Arends, R. I. (2009). *Learning to teach* (8th ed.). Boston: McGraw-Hill.

Delors, J. (1996). *Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-first Century*. UNESCO PUBLISHING.

<http://www.unesco.org/delors/delors_e.pdf>

Good, T. L. & Brophy, J. E. (2008). *Looking in classrooms*. New York: Longman.

Joyce, B. & Weil, M. (1986)³, *Models of Teaching*. London: Prentice-Hall

Kelly, A.V. (1988)⁵. *The Curriculum: Theory and Practice*. London: Paul Chapman Publishing

Peterson, M. (2002). *Principles of Authentic Multi-level Instruction*. Detroit, Michigan.

<www.coe.wayne.edu/CommunityBuilding/WSC.html>

Methods of Teaching: Lectures and seminars (presentations of students' assignments)

Evaluation Methods: Individual or group assignments (continuous assessment), written examination

Language of Teaching: English

Course Title:SPECIAL EDUCATION

Course Code:Y102

Type of the course:Compulsory

Course Level:Introductory

Year of Study:3rd

Semester:5st

ECTS:4

Course Work Load:Hours of instruction 39, preparation for the monitoring of the course 13 hours, collection of research data 12 hours, essay writing 15 hours, collaboration with teacher 2 hours, preparation for examination 30 hours, exams 3 hours.

Name of Lecturer:Adjunct Lecturer

Course Goal:The aim of the course is to introduce students to the basic concepts of special education and the familiarity with contemporary trends in the field. Upon completion of this course, students will be able to assess the learning needs of people with disabilities.

Prerequisites:--

Course Contents:History of Special Education . Philosophical origins and modern trends . Legal base and trends in legislation. Background studies and service provision models . People with Disabilities : Mental Retardation , Specific Learning Disabilities , Attention Deficit Disorder / Hyperactivity Disorder , Affective disorders , speech impediments , Hearing Impairment and Deafness , Blindness and Visual Impairments , Autism Spectrum Disorders , physical disabilities and other health problems. Educational approaches. Strategies for teaching students with special educational needs . Modern Issues : Models of integration , accession policies and practices in U.S. and Europe .

Basic Literature:*Zoniou-Sideri, A. (2004). Modern accession approaches (ed., Volume II). Athens: Greek Letters.*
Polychronopoulou, S. (2012). Children and adolescents with special needs and capabilities. Athens.
Tzouriadou, M. (1995). Children with special educational needs. Thessaloniki: Prometheus.
Hodapp, M. R. (2005). Developmental theories and disability. Athens: Routledge

Methods of Teaching:Lectures, Workshops

Evaluation Methods:Exams, Essays

Language of Teaching:Greek

Course Title:DEVELOPMENTAL PSYCHOLOGY

Course Code:Y 105

Type of the course:Compulsory

Course Level:Introductory

Year of Study:1st

Semester:1st

ECTS:4

Course Work Load:Teaching hours 39, students' preparation hours 36, preparation for the exams hours 30, exams 3 hours (108 hours)

Name of Lecturer:Dimitris Pnevmatikos, PhD

Course Goal:The course aims at introducing students to the basic concepts of the Developmental Psychology and to the developmental achievements during the infancy, childhood and adolescence in order for them to be able to interpret their pupils' behavior based on different theoretical approaches.

Prerequisites:There is no requirement for this course

Course Contents:The central questions of developmental science, the discipline of developmental science, the role of the genes and of the environment, cognitive, social, moral and emotional development. Language acquisition. The constructivist framework, Piagetian theory, neo-Piagetians, information processing theories. The cultural context framework, Vygotsky. The Parent – child relationships and attachment theory. Self-concept, self-esteem, identities, and self-regulation.

Basic Literature:Cole, M., Cole, S., & Lightfoot, C., (2005). *The development of children* (5th edition) / Η ανάπτυξη των παιδιών. Αθήνα: Gutenberg.

Methods of Teaching:Lectures

Evaluation Methods:Exams

Language of Teaching:Greek and English

Course Title: HISTORY OF MODERN GREEK EDUCATION AND EDUCATIONAL POLICY

Course Code: Y107

Type of the course: Compulsory

Course Level: Focused

Year of Study: 2nd

Semester: 4th

ECTS: 4

Credits: 3

Course Work Load: 36 hours of Lectures, 36 hours of laboratory, 20 hours of work in small groups, 28 hours of representing the results of their research.

Name of Lecturer: S. Iliadou-Tachou

Course Goal: The information about the structure of education of “Rum millet”-The accession of the Modern Greek Education in the European context-The determination of the interaction between educational strategies, socio-economic developments and ideology-The identification of the reformatory and non-reformatory trends in the historical context. The correlation between the institutional interventions and the emerging social forces in the modern Greek society-The terms of the scientific study of the sources and the texts.

Course Contents: The course refers to a) the educational structures of “Rum millet” formed during the Ottoman period (programs, textbooks, teachers, institutional framework, differences from one community to the other and from one period to the other) b) The institutional status of Greek state education after 1830 c) The ideology issues associated with the Greek state education d) the relations between the state Greek education and the European education e) The reform trends been applied in different periods of the Greek educational history concerning the interventions of influential persons, political parties, interest groups / or pressure groups f) The effect of the socio - economic developments in the shaping of the educational policy g) The interventions implemented by formal and informal institutions, as for example in the study case of the educational context of the Greek Macedonia

Prerequisites: Positive assessment in the exams of Modern Greek History

Basic Literature:REFERENCES (indicative)

- Anthoniou D. (2008) . *Routes and stops in Modern Greek education*. Athens : Metaihmio
- Dimaras A. (1998) . *The reform that did not happen*. Athens : Hestia .
- (2013) . *History of Modern Education* . Athens : Routledge .
- Ziogou - Karastergiou S. (1998) . *The Ecumenical Patriarchate , the Ottoman administration and the education of the Nation* . Thessaloniki: Kyriakidis
- Kontakos A. (2009) . *Timeline History of Education* . Athens : Atrapos
- Cyprianos P. (2004). *Comparative History of Education* . Athens : Vivliorama .
- Bouzakis S. (1994) *Educational Reforms in Greece : Primary and secondary general and technical-vocational education* , vol I, reform efforts from 1913 to 1929 , v. II reform efforts in 1957 , '64 , '76 , '85 . Athens : Gutenberg. (2005) : *Greek education 1821-1985*. Athens: Gutenberg (6th edition) . (2006) *The Higher Education in Greece , 1836-1925*. Athens : Gutenberg, (2011). *Panorama of History of Education* . Curator . S. Bouzakis , Athens : Gutenberg
- Noutsos H. (1999) . *Ideology and education policy* . Athens : Vivliorama
- C. Haritos (1998) . *The Kindergarten and Greek roots* . Athens : Gutenberg, (2009). *Pages of the educational history of Modern Greece* . Volos: University of Thessaly
- D. Charalambous (2001) . *History of Doctrine unionism in Cyprus* . Athens : Greek Letters
- Chatzistefanidou, S. (2008). *History of preschool education: Anthropological and pedagogical views – Upbringing practices – Care and education institutions*, 1st volume, From the first societies to the 19th century. Thessaloniki: Kyriakidis Editions
- Chourdakis A. (1999) *Issues of the history of education* . Athens : Grigoris , (2012) . *Education in Crete before the Union*. Athens : Gutenberg

Methods of Teaching:Lectures, laboratory training in small groups

Evaluation Methods:Research, presentation of the results, exams

Language of Teaching:English

Course Title: PEDAGOGICAL MEANS AND MATERIALS

Course Code: Y108

Type of the course: Compulsory

Course Level: Introductory

Year of Study: 1^o

Semester: 2nd

ECTS: 4

Course Work Load: Instruction 39 hours, Workshops to the arts lab 40 hours, preparation for courses 40 hours, Exams and Essays 1 hour.

Name of Lecturer: Adjunct Staff

Course Goal:

Prerequisites:

Course Contents:

Basic Literature: Προδιαγραφές εκπαιδευτικών βοηθητικών μέσων

Παιδαγωγικό Ινστιτούτο – 1999

Σιμάτος, Αναστάσιος. *Τεχνολογία και εκπαίδευση : επιλογή και χρήση των εποπτικών μέσων διδασκαλίας*. - (Η Εκπαίδευση Σήμερα - Αύριο) Αθήνα : Πατάκης, 1997

Πλακωτάρης, Κώστας. *Υλικά και τεχνική στη ζωγραφική και διακοσμητική*. Αθήνα Φιλιππότης 1995

Methods of Teaching: Lectures, workshops and laboratories

Evaluation Methods: Individual or group essays

Language of Teaching: Greek

Course Title:SOCIOLOGY OF EDUCATION

Course Code:Y111

Type of the course:Compulsory

Course Level:Introductory

Year of Study:3rd

Semester:5th

ECTS:4

Course Work Load:4 ECTS need 100-120 teachings hours of workload. More specific:
Teaching (1ECTS = 40 hours), Preparation for teaching (1ECTS = 40 hours), Preparation for examinations (1ECTS = 24 hours),
Examinations (1ECTS = 3 hours).

Name of Lecturer:Fotopoulos N.

Course Goal:Students will be able to know the basic theoretical concepts of the Sociology of Education and to interpret them to the educational practice.

Prerequisites:-

Course Contents:The courses present the basic concepts of Sociology and Sociology of Education, such as social institutions, visible and invisible functions of education, socialization, social control, positions, roles and social norms, school class as a social group. Particular emphasis is given to:
a) the presentation of the main theoretical approaches (Functionalism, Marxist theory, and Interpretive approach), b) presentation of surveys, focusing on the disciplines of Sociology of Education and c) the education as the social institution of knowledge, which reproduces the existing social, economic and cultural structures.

Basic Literature:Kelpanidis, M. (2004). *Sociology of Education*. Athens: Ellinika Grammata (in Greek).
Kyridis, A. (1999). *Educational inequality*. Thessaloniki: Kyriakidis Bros. (in Greek).
Fragkoudaki, A. (2000). *Sociology of Education*. Athens: Papazisis (in Greek).

Methods of Teaching:Lectures

Evaluation Methods:Examinations

Language of Teaching:Greek

Course Title:MANAGEMENT AND ADMINISTRATION IN EDUCATION

Course Code:Y112

Type of the course:Compulsory

Course Level:Introductory

Year of Study:4th

Semester:7th

ECTS:4

Course Work Load:Teaching hours 39, Student's preparation and cooperation with teaching staff 19 hours, team working / research / study 23 hours, preparation for exams 26 hours, exams 3 hours.

Name of Lecturer:Iordanidis George

Course Goal:It is essential for the students to know about management and administration in education. They need to know about school management and educational systems management. They need to know about management and leadership in education.

Prerequisites:None

Course Contents:Introduction to the management theory in education. Clarification of the terms management, administration and leadership in education. Applications of the theory to the Greek educational system. The primary school as organization. The educational leader's portrait. The teaching staff needs. Management procedures: planning, decision making process, administration, recruitment, staff evaluation.

Basic Literature:Bennett, D.N., Crawford, M., Cartwright, M. (2002). *Effective School Leadership*. London: Sage Publications Ltd.
Bottery, M. (2004). *The Challenges of Educational Leadership*. London: Paul Chapman Educational Publishing.
Bush, T. and Middlewood, D. (2005). *Leading and Managing People in Education*. London: Paul Chapman Educational Publishing.
Coleman, M. and Earley, P. (2004). *Leadership and Management in Education: Cultures, Change and Context*. London: Oxford University Press.
Day, C. and Leithwood, K. (2007). *Successful Principal Leadership in Times of Change : An International Perspective*. London: Kluwer Academic Publishers.
Gorton, R., Alston, J., Snowden, P. (2006). *School Leadership and Administration: Important Concepts, Case Studies and Simulations*. London: McGraw Hill Company.
Hoy, W. and Miskel, C. (2004). *Education Administration: Theory, Research and Practice*. London: McGraw Hill Company.

Methods of Teaching:Lectures, Dialogues, Presentations, Case studies

Evaluation Methods:Written Exams, Oral presentation

Language of Teaching:English

Course Title:Pedagogy

Course Code:Y113

Type of the course:Compulsory

Course Level:Introductory

Year of Study:1st

Semester:1st

ECTS:4

Course Work Load:Attendance of 39 teaching hours, preparation for case studies 21 teaching hours, preparation for final exams 50 teaching hours, final written exams 3 teaching hours."

Name of Lecturer:Vassiliki Papadopoulou

Course Goal:The lesson has to enable the students to:
-define Pedagogy as a social science
-understand and expose the anthropological reasons for the necessity of education
-know and expose the social reasons for instituting of schools
-differentiate between the various epistemological directions of Pedagogy
-define school as a social institution

Prerequisites:None

Course Contents:Definition of Pedagogy as a science, definition of basic terms of Pedagogy, theoretical foundation of Pedagogy as a science, anthropological and social reasons for the necessity of education, epistemological directions of Pedagogy, school as a social institution.

Basic Literature:Krivas, S.(1989) Pedagogy. Basic topics. Athen:Gutenberg
Xochellis, P.(1999) Introduction to Pedagogy. Fundamental aspects of Pedagogy as a science, Thessaloniki:Kiriakidis
Pirgiotakis, I.(2000) Introduction to Pedagogy science. Athen: Ellinika Grammata

Methods of Teaching:Lectures, exercises in team, case studies

Evaluation Methods:Examination, participation in team exercises

Language of Teaching:Greek, English, German

Course Title: Pedagogical interaction and social relationships in the classroom.

Course Code: Y 114

Type of the course: Compulsory

Course Level: Introductory

Year of Study: 1th

Semester: 2

ECTS: 4

Course Work Load: Teaching hours 39, students' preparation 29 hours, data collection 20 hours, laboratory - hours, supervision-assessment 3 hours, preparation for the examination 27 hours.

Name of Lecturer: Ioannis D. Thoidis

Course Goal: The development of students' understanding of the basic processes of pedagogical interaction and communication which take place within the classroom. Specifically, the development of skills and knowledge as well as familiarization with tools, which allow for a detailed analyzing of student-teacher behavior and relationships, by means of which the social pedagogical role of teacher is enhanced.

Prerequisites:-

Course Contents: The double faceted character of learning in school. Social interaction. The symbolic character of interaction and communication. Problematic relationship between students and teachers. Problematic situations within school life. Verbal and non verbal communication. The teacher's ambitions and the role they play. The class as a peer group: Formal and informal structure. Research and measurement of social relationships within the class: Sociometry. Contributions of Sociometry to social pedagogical role of the school. Pedagogical handling of the class for the enhancement of its group character. Implementation of sociometric test in the classroom. Presentation and discussion of the results.

Basic Literature: Γκότοβος, Α. (1995). *Παιδαγωγική Αλληλεπίδραση. Επικοινωνία και Κοινωνική Μάθηση στο σχολείο*. [Pedagogical interaction. Communication and social learning in school] Αθήνα: Gutenberg. Μπίκος, Κ. (2011). *Κοινωνικές σχέσεις και αλληλεπίδραση στη σχολική τάξη*. [Social relationships and interaction in school classroom] Αθήνα: Εκδόσεις Ζυγός – Ιωάννης Μάρκου & Υιός Ο.Ε.

Methods of Teaching:Lectures

Evaluation Methods:Assignment, examinations

Language of Teaching:Greek

Course Title: Pedagogical interaction and social relationships in the classroom.

Course Code: Y 114

Type of the course: Compulsory

Course Level: Introductory

Year of Study: 1nd

Semester: 1th

ECTS: 4

Course Work Load: Teaching hours 39, students' preparation 29 hours, data collection 20 hours, laboratory - hours, supervision-assessment 3 hours, preparation for the examination 27 hours.

Name of Lecturer: Ioannis Thoidis

Course Goal: The development of students' understanding of the basic processes of pedagogical interaction and communication which take place within the classroom. Specifically, the development of skills and knowledge as well as familiarization with tools, which allow for a detailed analyzing of student-teacher behavior and relationships, by means of which the social pedagogical role of teacher is enhanced.

Prerequisites:

Course Contents: The double faceted character of learning in school. Social interaction. The symbolic character of interaction and communication. Problematic relationship between students and teachers. Problematic situations within school life. Verbal and non verbal communication. The teacher's ambitions and the role they play. The class as a peer group: Formal and informal structure. Research and measurement of social relationships within the class: Sociometry. Contributions of Sociometry to social pedagogical role of the school. Pedagogical handling of the class for the enhancement of its group character. Implementation of sociometric test in the classroom. Presentation and discussion of the results.

Basic Literature: Γκότοβος, Α. (1995). *Παιδαγωγική Αλληλεπίδραση. Επικοινωνία και Κοινωνική Μάθηση στο σχολείο*. [Pedagogical interaction. Communication and social learning in school] Αθήνα: Gutenberg. Μπίκος, Κ. (2011). *Κοινωνικές σχέσεις και αλληλεπίδραση στη σχολική τάξη*. [Social relationships and interaction in school classroom] Αθήνα: Εκδόσεις Ζυγός – Ιωάννης Μάρκου & Υιός Ο.Ε.

Methods of Teaching: Lectures

Evaluation Methods:Assignment, examinations

Language of Teaching:Greek

Course Title:SCHOOL PSYCHOLOGY AND CONSULTING

Course Code:Y117

Type of the course:Compulsory

Course Level:Introductory

Year of Study: 4th

Semester:7th

ECTS:4

Course Work Load:100-120 teachings hours of workload (1ECTS =25-30 hours)

Name of Lecturer:Adjunct Lecturer

Course Goal:To familiarize students with the school psychology, an applied discipline of Psychology in the school setting and the understanding of the role of psychological services in educative settings.

Prerequisites:_

Course Contents:School Psychology as discipline and profession. The role of the school psychologist. Psychological service in schools. Counseling: process, steps, skills and therapeutic relationship. Systemic comprehension of school and family. Facing crises in schools. Parents and children. Parents and teachers.

Basic Literature:*Chatzichristou, C. (2004). Introduction in School Psychology, Athens, Ellinika Grammata.*

Methods of Teaching:Lectures, Workshops

Evaluation Methods:Essays and Exam

Language of Teaching:Greek

Course Title: DIDACTICS OF MODERN GREEK LANGUAGE

Course Code: Y201

Type of the course: Compulsory,

Course Level: Introductory

Year of Study: 2nd

Semester: 3rd

ECTS: 5

Course Work Load: 39 hours

Name of Lecturer: Stavros Kamaroudis

Course Goal: Discover the linguistic portrait of the Greek language

Prerequisites: none

Course Contents: Brief History of Greek Language, Diachronic and Synchronic Study,
Speakers, Dialects, Idioms
Greek as first, second or foreign Language
Linguistic contact
Introduction to various branches of Linguistics

Basic Literature: Ανδριώτης Ν. (1995). *Ιστορία της ελληνικής γλώσσας. Τέσσερις μελέτες*,
Θεσσαλονίκη, Ινστιτούτο Νεοελληνικών Σπουδών
Τομπαΐδης Δ. (1997). *Διδασκαλία Νεοελληνικής Γλώσσας*,
Θεσσαλονίκη, Κώδικας

Methods of Teaching: Conferences

Evaluation Methods: Project with representative texts and commentaries

Language of Teaching: Greek, English, French, Italian

Course Title:TEACHING GREEK AS A SECOND/FOREIGN LANGUAGE

Course Code:Y202

Type of the course:Compulsory

Course Level:Focused

Year of Study:3rd

Semester: 6th

ECTS:4

Course Work Load: Teaching hours 39, students' preparation hours 20, data collection 20 hours, workshops 20 hours, supervision – assessment 4 hours, preparation for the examination 15 hours.

Name of Lecturer:Eleni Griva, PhD

Course Goal:The course aims at familiarizing University students with second/foreign language learning processes as well as teaching approaches, methods and techniques, in order for them to be able in the future to apply these methods and techniques in respective educational contexts.

Prerequisites:None

Course Contents:Theories of second language learning. Modern methods of teaching languages. Common European Framework for teaching Languages. A Framework for teaching a foreign language to young learners. Total Physical Response, Task-based learning, Content and language Integrated Learning. Teaching productive language skills (writing and speaking). Teaching receptive language skills (reading and listening). Communicative activities. Teaching mixed-ability classes. Material design. Alternative methods of evaluation and assessment.

Basic Literature:Γρίβα, Ε. & Σέμογλου Κ. (2013). *Ξενη γλώσσα και παιχνίδι: Κινητικές δραστηριότητες δημιουργικής έκφρασης στην πρωτοσχολική εκπαίδευση*. Θεσσαλονίκη: Αφοί Κυριακίδη.
Μήτσης, Ν. (2004). *Στοιχειώδεις Αρχές και Μέθοδοι της Εφαρμοσμένης Γλωσσολογίας. Εισαγωγή στη Διδασκαλία της Ελληνικής ως Δεύτερης/Ξένης γλώσσας*. Αθήνα: Gutenberg.

Methods of Teaching:Lectures, Workshops and Presentations

Evaluation Methods:Final Examinations (80%) and research assignments (20%)

Language of Teaching:English

Course Title:MODERN GREEK GRAMMAR

Course Code:Y203

Type of the course:Compulsory

Course Level:Advanced

Year of Study:1st

Semester:1st

Course Work Load:Teaching 39 hours, students' preparation for the lectures 13 hours, preparation for the written examinations 60 hours.

Name of Lecturer:Angeliki Sakellariou

Course Goal:By the end of this course students should be able to:

- stress words correctly, according to the accent rules of the monotonic orthography system,
- correctly use the language forms surviving from katharevousa,
- analyze the linguistic phenomena that cause teaching difficulties by using the appropriate terminology,
- combine the linguistic elements with their use in various text genres and communicative situations in order to achieve certain communicative goals.

Prerequisites:Knowledge of the Greek Language and its basic grammatical categories.

Course Contents:- Types of Grammar

- The relationship of Modern Greek with Katharevousa, the high variety, and Dimotiki, the low variety of the former diglossia
- The levels of linguistic analysis
- The placement of the words' accent
- The monotonic orthography system
- Important phonological phenomena
- The articles and their uses
- Declination of nouns, adjectives and participles
- The functions of the cases
- Scholarly datives
- Verbal tenses: formation, meanings
- Verbal aspects
- The potential indicative
- The irregular verbs
- Passivization
- Active and passive participles
- Scholarly participles
- Adverbs: their production and their functions
- Types of clauses: conditionals, wishes, comparatives, noun clauses, indirect questions.

Basic Literature:Holton, D., P. Mackridge & Ει. Φιλιππάκη-Warburton. 1999.

Γραμματική της ελληνικής γλώσσας. Μετάφραση Βασίλης Σπυρόπουλος. Αθήνα: Πατάκης.

Κλαίρης, Χρ. & Γ. Μπαμπινιώτης. 2005. *Γραμματική της Νέας Ελληνικής. Δομολειτουργική – Επικοινωνιακή.* Αθήνα: Ελληνικά Γράμματα.

Methods of Teaching:Lectures with extensive use of different text genres; exercises (usually taken from the primary school language textbooks) to be done by the students and discussed during the course.

Evaluation Methods:Written examinations

Language of Teaching:Greek

| Course Title Modern Greek History | |
|---|---|
| Course Code | Y204 |
| Year of Study | 1 st |
| Semester | 1 st |
| Name of Lecturer | Iliadou Tahou S. |
| Course Content | The course begins with the Ottoman domination. The organization of spiritual and economical situation of the unredeemed Greeks. The Greek revolution and the political status up to Othon. |

Course Title:GREEK CHILDREN'S AND YOUNG ADULTS LITERATURE

Course Code:Y 207

Type of the course:Compulsory

Course Level:Introductory and Focused

Year of Study:1st

Semester:2^d

ECTS:4

Course Work Load:108 hours=4 ECTS

Teaching hours: 36 (3x12)

Student preparation: 12 (1x12)

Professor's cooperation with students and works preparation,
demonstration teaching:12

Individual or group work/research/student's study: 25

Student's preparation for exam participation: 20

Exams:3

Name of Lecturer:ALEXANDROS N. AKRITOPOULOS

Course Goal: The main course's goal is to offer the students the chance to know about theory, criticism and history of Greek Children's Literature, to read literary texts and to write/compose a work on a literary work of a writer or to search different issues that concern Greek Children's Literature, by using bibliography.

Prerequisites:-

Course Contents:In a theoretical part, issues of theory and criticism of Greek C.L. are exposed and discussed. Also, a brief history of the Greek C.L. is presented. In the practical part of courses, texts of different literary works are presented and approached to a critical reading.

Basic Literature:Alexandros Akritopoulos, *Το νεοελληνικό λαϊκό παραμύθι ως λογοτέχνημα*, Ηρόδοτος, 2010.
Alexandros Akritopoulos, *Τέρψεις και ιστορίες. Κριτικές φιλολογικές και παιδαγωγικές προσεγγίσεις της λογοτεχνίας του παραμυθιού*, Εκδόσεις Γράφημα, 2013.

Methods of Teaching:Lectures, Analysis, discussions, demonstration works

Evaluation Methods:Exams, fieldworks

Language of Teaching:Greek-English or French

Course Title:HISTORY: ANTIQUITY AND BYZANTIUM

Course Code:Y208

Type of the course:Compulsory

Course Level:Introductory

Year of Study:1st

Semester:2nd

ECTS:4

Course Work Load:100 hours

Name of Lecturer:Kostas Kasvikis

Course Goal:The objective of this course is to introduce students to the basic concepts and important issues of ancient and Byzantine history and to present scientific debate that has developed towards the approaches and interpretations of historical topics.

Prerequisites:-

Course Contents:History of Ancient Greece: From the Cretan-Mycenaean era to the end of the classical period. Byzantium: Aspects of Byzantine life. The imaginary world of Byzantium. The Byzantine legacy.

Basic Literature:- Schuller, W. (2001). *Ιστορία της Αρχαίας Ελλάδας*. Αθήνα: Μ.Ι.Ε.Τ.
- Mango, C. (1999). *Βυζάντιο. Η αυτοκρατορία της Νέας Ρώμης*. Αθήνα: Μ.Ι.Ε.Τ.

Methods of Teaching:lectures, discussion

Evaluation Methods:Written exams, assignments.

Language of Teaching:Greek, English.

Course Title: ORTHODOXY AND CULTURE IN EDUCATION

Course Code: Y209

Type of the course: Compulsory

Course Level: Focused

Year of Study: 1st

Semester: 1st

ECTS: 4

Course Work Load: 100-120 teaching hours of workload

Name of Lecturer: Archim. Eirinaios Chatziefrimidis, PhD.

Course Goal: To provide knowledge about the offer of Orthodoxy in cultural events. To familiarize students with the contribution of the orthodox culture in the fields of art, folklore and the contemporary challenges of postmodern society. To enable the teacher to instil into students the cultural ethos of Orthodoxy, the respect to the persons and differentiation. In addition to transmit to the students the cultural character of the religious class, that enhances awareness of identity and otherness in our multicultural society.

Prerequisites: -

Course Contents: The term “orthodoxy”. The term “culture”. The cultural space of Orthodoxy. Characteristics of the orthodox culture. Folklore of Orthodoxy. The cultivation of the person. The spirituality of orthodox culture. The convergence of cultures. Orthodoxy as education proposal. The cultural character of the Religious Education.

Basic Literature: Braudel F. (2001), *Γραμματική των πολιτισμών*, MIET: Αθήνα.
Χατζεφραιμίδης Ε. (2006), *Ορθοδοξία και πολιτισμός: Η διακονία της κατάφασης στην πολιτισμική πολυμορφία*, Σταμούλης: Θεσσαλονίκη.
Γιαννουλάτος Α. (2001), *Παγκοσμιότητα και Ορθοδοξία*, Ακρίτας: Αθήνα.
Μέγας Γ. (2003), *Ελληνικές γιορτές και έθιμα της λαϊκής λατρείας*, 3^η έκδ., Εστία: Αθήνα.

Methods of Teaching: Lectures

Evaluation Methods: Assignment and examinations

Language of Teaching: Greek-English.

Course Title: SPECIAL TOPICS IN HISTORY TEACHING

Course Code: Y212

Type of the course: Compulsory

Course Level: Focused

Year of Study: 1st

Semester: 1st

ECTS: 4

Course Work Load: 100-120 teaching hours of workload

Name of Lecturer: Kasvikis Konstantinos, Ph.D.

Course Goal:-

Prerequisites: -

Course Contents:-

Basic Literature:-

Methods of Teaching: Lectures

Evaluation Methods: Assignment and examinations

Language of Teaching: Greek-.

Course Title:DIDACTICS OF MATHEMATICS

Course Code:Y301

Type of the course:Compulsory

Course Level:Focused

Year of Study:Second

Semester:4th

ECTS:4

Course Work Load:39 hours teaching, 39 hours preparation for teaching, 30 hours preparation for exams, 3 hours examination.

Name of Lecturer:Charalampos Lemonidis

Course Goal: The aim of this course is students are able to handle issues of teaching and learning of mathematics in primary school. Have a contemporary spirit for teaching mathematics. To interpret the behaviors of children in the learning of mathematics.

Prerequisites:Mathematics I and Mathematics II

Course Contents:- Current trends of mathematics education worldwide
- The principles for the teaching of Nature and Life Mathematics
- Methods of mathematics teaching
- The use of representations in Mathematics
- Learning of number and the first arithmetic concepts
- Mental calculations.
- Learning the multiplication tables.
- Multi-digits numbers and numbering system
- Problem solving
- Fractions, decimal and percents
- Proportionality
- Geometry, dynamic geometry
- Teaching mathematics with ICT

Basic Literature:Lemonidis, Ch. (2013). Nature and Life Mathematics. Mental calculations. Zygos, Thessaloniki. (Eudoxus code **32998674**)
Lemonidis, Ch. (2003). A new teaching proposal of mathematics in the early grades of primary school. Patakis, Athens (Eudoxus code **21771**).

Methods of Teaching:lectures

Evaluation Methods:Writing examinations, application works

Language of Teaching:English

Course Title: Conceptual Physics and pupils' ideas

Course Code: Y303

Type of the course: Compulsory

Course Level: Introductory

Year of Study: 1st

Semester: 2nd

ECTS: 4

Course Work Load: Teaching 39h, Laboratory 24h, workload-cooperation student-teacher 25h, study for exams 40h, exams 3h.

Name of Lecturer: Anna Spyrtou

Course Goal: Student-teachers will be able to: (a) interpret qualitatively physical phenomena, (b) carry out lab experiments and (c) investigate pupils' alternative ideas concerning physical phenomena and concepts.

Prerequisites: No

Course Contents: Mechanics, Materials Science, Thermal phenomena, Electricity, Electromagnetism, Light and Sound.

Basic Literature: Hewitt, P. (2004). *Conceptual Physics*, Addison Welsey Longman, Pearson Education, Inc.
Driver, R., Squires, A., Rushworth, P., Wood-Robinson, V. (2000). *Making Sense of Secondary Science: Research into Children's Ideas*. Routledge.

Methods of Teaching: Lecture, Laboratory, Workshop

Evaluation Methods: Exams, oral and written tasks

Language of Teaching: English

Course Title:ENVIRONMENTAL EDUCATION

Course Code:Y304

Type of the course:Compulsory

Course Level:Introductory

Year of Study:2nd

Semester:4th

ECTS:4

Course Work Load:Attendance of teaching 39 teaching hours, preparation for classes 26 teaching hours, preparation for intermediate test 20 teaching hours, intermediate test 2 teaching hours, preparation for final exams 30 teaching hours, final written exams 3 teaching hours.

Name of Lecturer:Georgios N. Malandrakis

Course Goal:Students to:

gain basic understanding about basic environmental issues like global warming, ozone layer depletion, land-air-water pollution, etc.
understand the concept, pylons and principles of sustainability, as well as the principles of education for sustainability, its characteristics, goals, and basic methodological and teaching approaches,
be able to plan, organize, implement and evaluate school-based education for sustainability projects.

Prerequisites:None

Course Contents:Current environment problems I: (a) Scientific content understanding, (b) Societal and economic factors causing them, (c) Ways of dealing with them – the role of education. The case of Global Warming.
Current environmental problems II: Ozone layer depletion, land-air-water pollution, overconsumption, Ecological, energy and water footprints, Principles and philosophy of education for sustainability (EfS), Interdisciplinary in EfS, Plan, organization, implementation and evaluation of EfS projects – The project approach – Practice
Typical and specialized activities in EfS – Practice
Science Education and EfS, ICTs and EfS, Role playing – storyline
Outdoors activities – environmental games

Basic Literature:Γεωργόπουλος, Α. (2000). *Γη: Ένας μικρός και εύθραυστος πλανήτης*. Αθήνα: Gutenberg.
Φλογαίτη, Ε., (2011). *Εκπαίδευση για το περιβάλλον και την αειφορία*, Πεδίο, Αθήνα, σ.248. ISBN 960-9552-26-9

Methods of Teaching:Lecturing – practice – field practice – simulations - games

Evaluation Methods:Intermediate examination (40%) and written examination (60%).
Possibility for supplementary, small scale individual or group essays exploring specific issues, getting from zero (0) to two (2) grades. The grades of these supplementary essays are added to those of Intermediate and final examinations.

Language of Teaching:Greek and English

Course Title: ICT IN EDUCATION

Course Code:Y305

Type of the course:Compulsory

Course Level:Introductory

Year of Study:1rd

Semester:2th

ECTS:5

Course Work Load:39 hours of teaching, 39 hours in the computer laboratory, 30 hours of student preparation and collaboration with the instructor, 35 hours of preparation for the examination, 3 hours for written and laboratory exams.

Name of Lecturer:George Palaigeorgiou

Course Goal:The students should

- be aware of the historical attempts of integrating different technologies in education
- identify different ways of using ICT in the teaching process.
- be able to create different types of learning objects (documents, presentations, videos, sounds, images, concept maps, questionnaires, websites)
- To know the specifics (characteristics and problems) of each learning object
- Be able to propose several ways of integrating learning objects in their teaching designs under the perspective of different theories of learning.

Prerequisites:-

Course Contents:Historical info about ICT in education, audiovisual and digital presentation tools, categories of educational software and relevant learning theories, editing audio and video, collaborative concept maps, assessment tools, creating educational websites.

Basic Literature:Smaldino, Lowther, Russel (2010) Instructional Technology and Media for Learning.

Δημητριάδης Στ., Καραγιαννίδης Χ., Πομπόρτσος Α., Τσιάτσος Θ.
(2007) Ευέλικτη μάθηση με χρήση τεχνολογιών πληροφορίας και επικοινωνιών, Εκδόσεις TZIOΛΑ.

Methods of Teaching:Theory and laboratory exercises. Students will also form a learning community for the collaborative development of learning objects

Evaluation Methods:Written exams, examination in the laboratory, teamwork

Language of Teaching:Greek

| Course Title: Statistics | |
|---------------------------------|--|
| Course Code | Y307 |
| Course Type | Compulsory |
| Course Level | <i>Basic Training</i> |
| Year of Study | 1 st |
| Semester | 1 st |
| ECTS Credits | 5 ECTS |
| Workload | Lectures (39 hours), student preparation (18 hours), cooperation of students with teacher and homework preparation (12 hours), individual or group project / research / study (25 hours), preparation for the exams (23 hours), exams (3 hours). |
| Instructor | Helen Tsakiridou |
| Course Objectives | The objectives of this course are to introduce the students to the basic concepts of Statistics and data analysis. More specific the course aims to: (i) the development and understanding of data analytic techniques as a foundation for reading research and for conducting quantitative research investigations, (ii) Acquire basic concepts necessary for understanding descriptive and inferential statistics. (iii) Apply statistical techniques to a body of data in an appropriate manner. (iv) Review the statistical techniques used to analyze data found in journal articles. (v) Write up results of statistical analyses. |
| Prerequisites | - |
| Course Contents | Main concepts in statistics. Variables and measuring ranges. Description of qualitative variables. Bar charts - Frequency Tables – Percentages. Crosstabulation of two variables. Description of quantitative data. Grouping data. Histograms. Numerical descriptive measures. Chebyshev inequality. The normal distribution. Confidence Intervals. Inference Statistics - Testing Hypothesis. One sample distribution. Comparison of the means of two populations (independent samples, paired samples). Applications in educational research. |
| Recommended bibliography | Gialamas, V. (2005). Statistical Techniques and Applications in Education Sciences, Patakis publ. Katsis A., Sideridis, G., Emvalotis A. (2010). Statistical Methods in Social Sciences, Topos publ. |
| Teaching Methods | Lectures |
| Assessment Methods | Exercises (30%), written exams (70%) |
| Language of Instruction | Greek |

**Course Title: ELEMENTS OF ARITHMETIC AND THEORY OF NUMBERS
FOR THE TEACHER**

Course Code:Y308

Type of the course:Compulsory,

Course Level:Introductory

Year of Study:2nd

Semester:4th

ECTS:4

Course Work Load:Teaching hours 39, students' preparation (personal projects, group projects) 40 hours preparation for the examination 50 hours.

Name of Lecturer:Konstantinos Nikolantonakis

Course Goal: This course aims at familiarizing students with the mathematic Concepts that children come across in Mathematics at Primary school

Prerequisites:

Course Contents:The basic notions presented are: numbers (natural, integers, fractions, decimal, real), sets, functions, The four arithmetical operations, and systems of numeration. Theoretical Elements of numbers: divisibility, divisibility criteria, Euclidean division, highest common factor, lowest common multiple.

Basic Literature:Notes

Methods of Teaching:Lectures, Practical work (solving exercises)

Evaluation Methods:Final Examination (80%), Personal or group project (20%)

Language of Teaching:Greek, Could be taught in English and French

**Course Title:PHASE A' OF PRACTICUM:
INTRODUCTION TO THEORY OF SCHOOL AND INSTRUCTION**

Course Code:Y 401

Type of the course:Compulsory

Course Level:Introductory

Year of Study:2nd

Semester:3rd

ECTS:5

Course Work Load:Teaching hours (lectures' attendance, conclusions' announcement and discussion in plenary session) 39 hours; instructions' observation at schools 24 hours; observation sheets 24 hours; cooperation with mentors 5 hours; group discussion 25 hours; study, preparation and writing of final assignment 30 hours.

Name of Lecturer:Katerina Dimitriadou

Course Goal:On the completion of the course, students should be able:
to have comprehended and experienced the connection between theoretical knowledge and school experience, through instructions' observation
to have been familiarised with teaching and learning procedures in the classroom, from an observer and a future teacher's point of view
to have been systematically familiarised with issues/problems concerning the theory of teaching and theory of school.

Prerequisites: -

Course Contents:Introduction to the content and the philosophy of the instruction. Institutional prerequisites of instruction. School space and observation methods. Theoretical basis of instruction. Curriculum, aims, targets, and context of instruction. Methods, forms and means of instruction. Assessment and learning environments. Alternative approaches to instruction. Main principles of lesson planning. Classroom management, climate, discipline, verbal and non-verbal communication. Types of schools (all-day schools, intercultural and special schools). Evaluation of the course.

Basic Literature:Altrichter, H., Posch, P. & Somekh, B. (2005)⁵. *Instructors investigate their work: An introduction to the methods of action research*. New York: Routledge.

Dimitriadou, C. & Efstathiou, M. (2008). Teaching approaches in mixed classrooms. The integration of immigrant and foreign students in school (junior high school). In D. K. Mavroskoufis (Ed.), *Intercultural Education and Instruction*, (pp. 67-85). Ministry of National Education and Religion (in Greek).

Good, T. L. & Brophy, J. E. (2008). *Looking in classrooms*. New York: Longman.

Kesidou, A. (2004). Intercultural Education: Main Aims and Practices. In N. P. Terzis (Ed.), *Intercultural education in the Balkan countries. Education and pedagogy in Balkan countries 4*, (pp. 97-105). Thessaloniki: Kyriakidis.

Methods of Teaching:Lectures, presentations of outcomes from the use of observation sheets, workshops.

Evaluation Methods:Use of observation sheets, evaluation of students' participation in all sections of Phase A, individual portfolio and assignment.

Language of Teaching:English

Course Title: GREEK LANGUAGE TEACHING IN THE PRIMARY SCHOOL

Course Code: Y402

Type of the course: Compulsory

Course Level: Advanced

Year of Study: 3rd

Semester: 6th, 7th

Course Work Load: Teaching 39 hours, students' preparation for the lectures 13 hours, preparation for the written examinations 72 hours.

Name of Lecturer: Stavros Kamaroudis (at the 5th semester), Angeliki Sakellariou (at the 6th semester)

Course Goal: Students must learn: the basic methods of language teaching (the traditional, the structural, the communicative), ways to promote the language skills, how to design and apply a language lesson plan.

Prerequisites: Y201, Y203

Course Contents: The course consists of 6 weeks of introductory lessons and 7 weeks of practice in the school classrooms. The first 5 introductory lessons are dedicated to the methods of language teaching, the promotion of the language skills, the differences between written and oral language and their consequences on language teaching, an introduction to the current language curriculum and the preparation of a language lesson plan. At the 6th lesson a high quality lesson plan of previous year students is presented and discussed in the amphitheatre. The following 7 weeks the students teach Greek as a first language for 2 hours in the primary school while the professor observes them together with their co-students who fill a leaflet concerning the goals and the content of the lesson observed, the method(s) applied, the degree of fulfilment of the goals etc.; the students' lesson is discussed in the amphitheatre and propositions are made concerning its improvement.

Basic Literature: Χαραλαμπίδης, Αγαθοκλής & Σωφρόνης Χατζησαββίδης. 1997. *Η διδασκαλία της λειτουργικής χρήσης της γλώσσας: θεωρία και πρακτική εφαρμογή*. Κώδικας, Θεσσαλονίκη.
Μήτσης, Ναπολέων. 1996. *Διδακτική του γλωσσικού μαθήματος: Από τη γλωσσική θεωρία στη διδακτική πράξη*. Gutenberg, Αθήνα.

Methods of Teaching: Lectures, school lesson observation and discussion.

Evaluation Methods: Evaluation of the lesson taught at school and written examinations.

Language of Teaching: Greek

Course Title:TEACHING HISTORY

Course Code:Y403

Type of the course:Compulsory

Course Level:Advanced

Year of Study:2nd, 4th

Semester:4th, 5th

ECTS:5 ECTS

Course Work Load:150 hours

Name of Lecturer:Kostas Kasvikis

Course Goal:Introduction to current reflection on historical education, training to prepare, implement and evaluate history lessons in Primary education.

Prerequisites:At least two of the following courses: “History: Antiquity and Byzantium”, “Greek History I” and “Greek History II”

Course Contents:Theoretical and practical content. Theory: issues of historiography and history education, New History, aims of teaching history, history teaching framework: propositional, procedural and conceptual historical knowledge, teaching approaches in Primary Education. Practice: Students’ design and implementation of history lessons in schools, observation and evaluation of history lessons.

Basic Literature:- Ανδρέου, Α.Π. (2008) *Η διδακτική της ιστορίας στην Ελλάδα και η έρευνα στα σχολικά εγχειρίδια*. Μεταίχμιο: Αθήνα
- Κόκκινος, Γ. (2003) *Επιστήμη, ιδεολογία και ταυτότητα*. Μεταίχμιο: Αθήνα.

Methods of Teaching: Lectures, discussion, microteaching, practice at schools.

Evaluation Methods:Written exams, pilot history teaching.

Language of Teaching:Greek, English

Course Title:SECOND FACE. DIDACTICS OF MATHEMATICS

Course Code:Y404

Type of the course:Compulsory

Course Level:Focused

Year of Study:3th

Semester:5th or 6th

ECTS:5

Course Work Load:39 hours teaching, 50 hours preparation for teaching, 50 hours preparation for exams and correction of tasks, 3 hours examination.

Name of Lecturer:Charalampos Lemonidis

Course Goal:Exercised students in real situations to plan and carry out teaching in Mathematics.

Prerequisites:Mathematics I, II and Didactics of Mathematics.

Course Contents:The course comprises two parts:

A: Courses to prepare students for the teaching practice.

B: Visits of students in schools to carry everyone a lesson in Mathematics.

Basic Literature:Lemonidis, Ch. (2013). Nature and Life Mathematics. Mental calculations. Zygos, Thessaloniki. (Eudoxus code **32998674**)
Lemonidis, Ch. (2015). Nature and Life Mathematics. Alternative book for the teacher and student. Kiriakidis (Eudoxus code **50662758**).

Methods of Teaching:lectures

Evaluation Methods:Writing examinations, application works, teaching report.

Language of Teaching:English

Course Title: Science Teaching

Course Code: Y405

Type of the course: Compulsory

Course Level: Advanced

Year of Study: 2nd or 4th

Semester: 4th or 7th

ECTS: 5

Course Work Load: Teaching 39h, Design and preparation for lesson plan 60h, mentoring 2h, teaching practice-observation 5h, reflection on action 2h, study for exams 20h, exams 3h.

Name of Lecturer: Anna Spyrtou

Course Goal: Student-teachers will be able to: (a) describe the basic teaching models for science teaching, (b) implement a specific lesson plan tool, (c) design science lessons following the aforementioned models, (d) recognize the similarities as well as the differences between their own lesson plan and instruction, and (e) recognise the type of teaching models which their colleagues implemented.

Prerequisites: Lesson: Conceptual Physics and pupils' ideas.

Course Contents: Teaching models, Basic concepts of lesson planning, The Instruction Analysis Tool.

Basic Literature: Kariotoglou, P. (2006). *Pedagogical Content Knowledge in Science Teaching*. Θεσσαλονίκη: Εκδόσεις ΓΡΑΦΗΜΑ (Greel version).
Spyrtou, A., Psillos, D., Kariotoglou, P. (2003). *Investigating teachers' conceptions on science teaching: Issues and tools*. In D. Krnel, (eds), *Proceedings of the sixth ESERA Summer-School, Ljubliana*.

Methods of Teaching: Lecture, Workshop

Evaluation Methods: Exams, Written and oral tasks

Language of Teaching: English

Course Title:C' Phase: TEACHING PRACTICE-THIRD LEVEL

Course Code:Y407

Type of the course:Compulsory

Course Level:Advanced

Year of Study: 4th

Semester: 8th

ECTS:6

Course Work Load:3 hours preparation session in Faculty, 20 hours classroom observation at school, 60 hours lessons planning, 40 hours teaching, 30 hours for writing the final essay

Name of Lecturer:Papadopoulou Vassiliki

Course Goal:The aims of the third phase are to help the students:

- Have some experience of the classroom routine and school life.
- Develop lesson planning skills, under real working conditions; making use of his/her knowledge acquired from the previous Teaching Methodology and Practice phases, from the courses of the curriculum and from his/her personal experience and knowledge.
- Develop the skill of an effective and flexible implementation of the lesson plan, in the classroom, following the adequate method.
- Develop classroom management skills.
- Develop the skill of treating the children with particular learning and behaviour problems.
- Develop the skill of reflecting on his/her work.
- Realize teacher's responsibility towards children.
- Broaden the comprehension of the pedagogical and teaching process.

Prerequisites:Teaching Practice, level A and B

Course Contents: The students who participate in the third Teaching Methodology and Practice phase are divided into groups of 20-25. Concerning teaching practice, the students receive help both from primary school teachers of the classroom, as well as teachers - mentors working at the University. The whole organization process consists of the following stages:

Meetings at the Faculty: Two three-hour sessions are held at the faculty, in order to present the programme of the third phase and prepare students accordingly.

Familiarization with the classroom environment: Students visit the primary school classroom, in order to meet the teacher and students and learn all the necessary information to prepare their teaching.

Undertaking one week and a half teaching at primary school for each student. The student plans, implements and reflects on the teaching sessions.

Meetings at the Faculty: Two three-hour meetings are held at the faculty, where the students discuss their thoughts, experience and possible difficulties and receive feedback from the tutors and the teachers.

Familiarization with the rural school environment: Students visit the rural school classroom in order to meet the teacher and students and acquire all the necessary information to prepare their teaching.

Undertaking one week and a half teaching at rural school for each student. The student plans, implements and reflects on the teaching sessions.

Meetings at the Faculty: Two three-hour meetings are held at the faculty where the students discuss their thoughts, experience and possible difficulties and receive feedback from the tutors and the teachers. The teachers of the partnership schools participate in these meetings. During the last meeting, they give feedback to the whole teaching programme of the third phase.

Basic Literature: 1. Kossivaki, F. (1998) *Critical communicative teaching*. Athens: Gutenberg
2. Nima, E. & Kapsalis, A. (2002) *Modern Didactics*, Thessaloniki: Brothers Kyriakidis

Methods of Teaching:

Evaluation Methods: The students hand in a diary with detailed notes on weekly and daily programmes of their work in the school, as well as written essays on their related experience and knowledge. The following factors are taken into consideration for the students' marking: written essays and the teaching lesson in the classroom (planning and performance), the students' classroom performance and their overall interest and participation in the programme are evaluated to form the students' grade. The tutors and the teachers – mentors are responsible for the overall operation of the third phase.

Language of Teaching: Greek

6.2 Required Elective Courses (YE)

| Course Title:Curriculum Studies |
|---|
| <p>Course Code: YE131</p> <p>Type of the course:Required Elective</p> <p>Course Level:Focused (select)</p> <p>Year of Study: 3rd, 4th</p> <p>Semester:5th, 7th,</p> <p>ECTS:4</p> <p>Course Work Load:Attendance of 39 teaching hours, 20 hours students' preparation and library research for presentations, 28 hours students preparation for final exams, 3 hours writing final exams</p> <p>Name of Lecturer:Vassiliki Papadopoulou</p> <p>Course Goal:The course aims at familiarizing students with the current trends in Curriculum Studies</p> <p>Prerequisites:None</p> <p>Course Contents:Presentation and analysis of the current trends in curriculum studies and curriculum development on European and Greek level. Fundamental models of curriculum development. The debate about educational objectives. The relation between curriculum development and educational reform. Curriculum development toward an “intercultural” oriented education</p> <p>Basic Literature:Flinders, J.D.(1997) The Curriculum Studies Reader, New York\London: Routledge, Vrettos,J.&Kapsalis, A.(2009) Curriculum. Theory, research and practice, 4th edit., Athens Chatsigeorgiou,J.(1999):Know the Curriculum, Athens:Atrapos</p> <p>Methods of Teaching:Lectures, Seminars</p> <p>Evaluation Methods:Active participation at seminars with Power Presentation about certain issues, final exams,</p> <p>Language of Teaching:Greek, German</p> |

Course Title: Pedagogy of leisure time (Leisure Education)

Course Code: YE 133

Type of the course: Required Elective

Course Level: Introductory, Focused, Advanced

Year of Study: 3rd

Semester: 5th

ECTS: 4

Course Work Load: Teaching hours 26, students' preparation 26 hours, data collection 10 hours, laboratory - hours, supervision-assessment 4 hours, preparation for the examination 24 hours.

Name of Lecturer: Ioannis Thoidis

Course Goal: This course aims at providing a theoretical approach to the major concepts and problems of pedagogical leisure studies, which, as a branch of pedagogical sciences, are specifically concerned with teaching and learning during leisure time and also with the relation between school and leisure time.

Prerequisites:

Course Contents: The content areas examined are: The general idea of time and the distinction between free and leisure time, the educational dimensions of leisure time, such as animation and teaching through animation, leisure time curricula, the relation of leisure time to childhood and school, all-day school as a "leisure time school", theory and practice of lifelong learning during leisure time, leisure time education and informal learning

Basic Literature: Koroneou, A. (2001). *Εκπαιδεύοντας εκτός σχολείου*. [Educating outside of school]. Athens: Metaichmio
Harris, D. (2011). *Ελεύθερος χρόνος: Θεωρία και πράξη*. [Free time] Αθήνα: Λ. ΠΙΝΟΠΟΥΛΟΣ & ΣΙΑ Ε.Ε.

Methods of Teaching: Lectures, Seminars.

Evaluation Methods: Assignment, examinations

Language of Teaching: Greek

Course Title:SCHOOL MANAGEMENT

Course Code:YE134

Type of the course:Required Elective

Course Level:Focused

Year of Study:4th

Semester:7th

ECTS:4

Course Work Load:Teaching hours 39, Student's preparation and cooperation with teaching staff 19 hours, team working / research / study 23 hours, preparation for exams 26 hours, exams 3 hours.

Name of Lecturer:Iordanidis George

Course Goal:Deep study of the school management process. Educational system institutions and school institutions.

Prerequisites:None

Course Contents:The school as a public organization. The role of the head teacher. The role of the teaching staff committee and the school board. Management resources in school. Internal and external environment issues.

Basic Literature:Bennett, D.N., Crawford, M., Cartwright, M. (2002). *Effective School Leadership*. London: Sage Publications Ltd.
Bottery, M. (2004). *The Challenges of Educational Leadership*. London: Paul Chapman Educational Publishing.
Bush, T. and Middlewood, D. (2005). *Leading and Managing People in Education*. London: Paul Chapman Educational Publishing.
Coleman, M. and Earley, P. (2004). *Leadership and Management in Education: Cultures, Change and Context*. London: Oxford University Press.
Day, C. and Leithwood, K. (2007). *Successful Principal Leadership in Times of Change : An International Perspective*. London: Kluwer Academic Publishers.
Gorton, R., Alston, J., Snowden, P. (2006). *School Leadership and Administration: Important Concepts, Case Studies and Simulations*. London: McGraw Hill Company.
Hoy, W. and Miskel, C. (2004). *Education Administration: Theory, Research and Practice*. London: McGraw Hill Company.

Methods of Teaching:Lectures, Dialogues, Presentations, Case studies

Evaluation Methods:Written Exams, Oral presentation

Language of Teaching:English

Course Title: HISTORY OF MODERN GREEK EDUCATION

Course Code: YE 135

Type of the course: Required Elective

Course Level: Advanced

Year of Study: 3rd

Semester: 6th

ECTS: 4

Course Work Load: 36 hours of Lectures, 36 hours of laboratory, 20 hours of work in small groups, 28 hours of representing the results of their research

Name of Lecturer: S. Iliadou-Tachou

Course Goal: a) The description of the pedagogical currents in Europe b) The examination of the convergences and divergences that had influence to the Greek society c) The acquaintance with people-carriers of ideas d) The exploring of the options that had been adopted by the Greek educational system.

Prerequisites: NO

Course Contents: The course includes a historical overview of pedagogical concepts related to forms of education who qualify periodically in Greece. The emphasis given to persons who are carriers of these ideas. Even examines the pedagogical trends presented in Greek society and the resistance which they find. The approach is not exclusively Greek- but focuses on European models and persons operating in other contexts, whose action affects for specific reasons the Greek society

Basic Literature: Reble, Albert (1990, 20088). *Ιστορία της Παιδαγωγικής (History of Pedagogy)*, 623 pages (S. Chatzistefanidi & T. Chatzistefanidis, Trans.). German title: *Geschichte der Pädagogik*. Athens: Papadimas Ziogou-Karastergiou S. (1996) *The pedagogical thought from Plato to M. Montessori*. Thessaloniki: Kyriakidis Ed.
Anthoniou Ch. (2008). *Pedagogy and educators in Greece* AAthens : Greek Letters

Methods of Teaching: Lectures, laboratory training in small groups

Evaluation Methods: Research, presentation of the results, exams

Language of Teaching: English

Course Title:CONCEPTUAL DEVELOPMENT

Course Code:YE 136

Type of the course:Required Elective

Course Level:Focused

Year of Study:2nd

Semester:3rd

ECTS:4

Course Work Load:Teaching hours 39, students' preparation hours 36, preparation for the assignment hours 20, preparation for the exams 10 hours, exams 3 hours (108 hours)

Name of Lecturer:Dimitris Pnevmatikos, PhD

Course Goal:Students will be able to know the theories for the development, organization, and reorganization of knowledge, and to be able to analyse the difficulties pupils might have during their learning.

Prerequisites:Developmental and Educational Psychology

Course Contents:Representation of knowledge. Learning as change at the representation level. Theories and mechanisms of knowledge reorganisation. Analogical representation and mental models. Conceptual change approach. Theoretical and methodological issues in conceptual change. The role of the ontological and epistemological presuppositions. Conceptual change in Science, Mathematics and Religion.

Basic Literature:Vosniadou, S. (2008). International Handbook of Research on Conceptual Change. New York (NY): Routledge.
Βοσνιάδου, Σ. (1998). *Γνωσιακή Ψυχολογία: Ψυχολογικές μελέτες και δοκίμια*. Αθήνα: Gutenberg.

Methods of Teaching:Lectures and Workshops

Evaluation Methods:Assignment and exams

Language of Teaching:Greek

Course Title: INTERCULTURAL EDUCATION

Course Code: YE 140

Type of the course: Required Elective

Course Level: Focused (select)

Year of Study: 4th

Semester: 7th

ECTS: 4

Course Work Load: Attendance of 39 teaching hours, 20 hours students' preparation and library research for presentations, 28 hours students preparation for final exams, 3 hours writing final exams

Name of Lecturer: Vassiliki Papadopoulou

Course Goal: The course aims at familiarising students with the main topic of intercultural Education

Prerequisites: None

Course Contents: Intercultural Education, Minority Education, Migration, Greek Educational Policy and educational models for dealing with cultural diversity, Ethnocentricity, xenophobia, racism and education, Curricula and schoolbooks: the image of "other"

Basic Literature: Georgogiannis, P. (1999) Issues of Intercultural Education, Athens: Gutenberg
Govaris, Ch. (2001) Introduction to Intercultural Education, Athens: Atrapos
Gotovos, A. (2002) Education and Diversity. Issues related to Intercultural Education, Athens: Metechmio
Nikolaou, G. (2005) Intercultural Didactics. The new environment. Basic principles, Athens: Ellinika Grammata

Methods of Teaching: Lectures, Seminars

Evaluation Methods: Active participation at seminars with Power Presentation about certain issues, final exams,

Language of Teaching: Greek, German, English

Course Title: All day school: Theory and praxis

Course Code: YE 142

Type of the course: Required Elective

Course Level: Introductory, Focused, Advanced

Year of Study: 4th

Semester: 8th

ECTS: 4

Course Work Load: Teaching hours 33, students' preparation 29 hours, school practice 6 hours, data collection 20 hours, laboratory - hours, supervision-assessment 3 hours, preparation for the examination 27 hours.

Name of Lecturer: Ioannis Thoidis

Course Goal: The basic aim of the lesson is the familiarization of the student's with both, the theoretical and practical aspects of the all day school and all day education. Given that these students will be tomorrow's teachers. More specifically the lesson aims at a) the critical presentation of theoretical background (principals, aims, philosophy) of the all day school, b) the presentation of the pertaining legal framework, c) the presentation and evaluation of all day school as it has been presented by relevant studies and research.

Throughout the same teaching period the aim of the course, is to allow the student's to become familiar with the practical aspects of the all day school. This is achieved through observation of and discussion with the teaching staff and students'. Also through an exploration of current issues which concern the application and working of all day school.

Prerequisites:

Course Contents: Historical view of all day school in Greece and Europe. Pedagogical and Sociological foundation. Types and models of all day education and all day schools in Europe and Greece. Didactical and pedagogical innovation. The role of the teacher. Problems and future aims. Empirical research on aspects of the all day school.

Basic Literature: Κυρίδης, Α., Τσακιρίδου, Ε. & Αρβανίτη, Ι. (επιμ.) (2006). *Το ολοήμερο δημοτικό σχολείο στην Ελλάδα..* [The all day school in Greece] Αθήνα: Τυπωθήτω – Γ. Δαρδανός.
Thoidis, I., & Chaniotakis, N. (2015) *Ολοήμερο σχολείο. Παιδαγωγικές και κοινωνικές διαστάσεις* [All-day School. Pedagogical and social dimension]. Thessaloniki: Kyriakidis.

Methods of Teaching:Lectures, Seminars.

Evaluation Methods:Assignment, examinations

Language of Teaching:Greek, German

Course Title: HISTORY OF EDUCATION IN MACEDONIA

Course Code: YE144

Type of the course: Required Elective

Course Level: Focused

Year of Study: 3rd

Semester: 4th

ECTS: 4

Course Work Load: 36 hours of Lectures, 36 hours of laboratory, 20 hours of work in small groups, 28 hours of representing the results of their research

Name of Lecturer: S. Iliadou-Tachou

Course Goal:

- a. The interpretative approach of the Greek education's structures outside the Greek state's borders in the Ottoman frame
- b. The exploring of the impact of the integration processes of Macedonia to the Greek state to the education mechanism
- c. The consideration of the education as an instrument of national homogenisation
- d. The detection of the effects of refugee settlement in the structures of education in Macedonia
- e. The evaluation of the educational policy of the Greek state in Macedonia.

Prerequisites: NO

Course Contents: The course attempts to focus on the history of the Greek education in Northern and Western Macedonia since the late 19th century to today. This course combines local history with national and captures the structures of Greek education outside the boundaries of the Greek state. Logically discusses a) the role of the Ecumenical Patriarchate in determining the options of this education b) The effects of the Greek state's educational standards in the shaping of the school types and the curriculum in the Greek schools of the area mentioned before. c) The specific institutional arrangements been implemented in Macedonia province in order the linguistic assimilation of bilingual populations through education to be achieved. d) The implications of the refugees' settlement in Macedonia concerning the institutional status of the educational mechanism.

Basic Literature: Bouris S (2010) . *Education and Nationalism in the Balkans . The case of the northwestern Macedonia* . Athens : Gutenberg

Dalakoura D. (2000) *The Central Girls Thessaloniki (1,854 to 1,914) . A first approach to the education of girls in Thessaloniki during the last century of Ottoman domination*. Thessaloniki: I.A.N.E. , Kyriakides . (2008) *The education of women in Greek communities of the Ottoman Empire (19th century - 1922) : Socialization standards of patriarchy and nationalism* . Athens : Gutenberg.

Ziogou - Karastergiou S. (1997) . (eds) . *Education in Macedonia during the Turkish occupation* . Thessaloniki: Kyriakidis .

Iliadou - Tachou S. (2001) . *Education in Western and Northern Macedonia (1840 to 1914) . From the files of the Metropolises Servia - Kozani Sisanion , beaver , Moglenon , Pelagonia , Prespa and Ohrid*. Thessaloniki: Herodotus .

Iliadou - Tahou S. (2003) . *The Greeks of Monastir Pelagonia . Community life and education , through the folders of the Metropolis Pelagonia the Archives of General Administration of Macedonia* . Thessaloniki: Herodotus .

Iliadou - Tahou S. (2004) . *Krousovo over history and memory : aspects of the economy , education and society Kruševo as the Ilinden uprising , through his record G. Nitsiota*. Thessaloniki: Stamoulis .

Iliadou - Tahou S. (2004) . *The Balkans in the throes of nationalist conflicts . The Greek- and Greco competition in Monastir vilayet (1870-1912)* . Thessaloniki: Stamoulis .

Iliadou - Tahou S. (2006) . *The educational policy of the Greek state in Macedonia under the Macedonian issue. The example of Western Macedonia* . Athens : Gutenberg.

Methods of Teaching: Lectures, laboratory training in small groups

Evaluation Methods: Research, presentation of the results, exams

Language of Teaching: English

Course Title:MORAL AND EMOTIONAL DEVELOPMENT

Course Code:YE 145

Type of the course:Required Elective

Course Level:Advanced

Year of Study:3rd

Semester:6th

ECTS:4

Course Work Load:Teaching hours 39, students' preparation hours 24, research 24 hours, preparation for the assignment hours 30 (117 hours)

Name of Lecturer:Dimitris Pnevmatikos, PhD

Course Goal:Students will be able to know the aspects of the moral and emotional development so they will be able to efficiently manage moral and emotional issues in their class.

Prerequisites:Developmental Psychology

Course Contents:Theories of moral and emotional development. Individual differences in emotional and moral development. The role of culture. Heteronomy and autonomy morality (Piaget), moral judgment (Kohlberg), empathy (Hoffman), pro-social behaviour, altruism etc. Moral values, Values and Knowledge Education (VaKE). Bioethics, democratic education, anti-racist education. Nature, and emotional development. Basic and complex emotions. How do emotions interact with cognition, personality and behaviour? Activities for emotional and moral education.

Basic Literature:Damon, W. (1977/1995). *The social world of the child / Ο κοινωνικός κόσμος του παιδιού*. Αθήνα: Gutenberg.
Gottman, J. (2000). *Emotionally intelligent child/Η συναισθηματική νοημοσύνη των παιδιών: Πώς να μεγαλώσουμε παιδιά με συναισθηματική νοημοσύνη*. Αθήνα: Ελληνικά Γράμματα.

Methods of Teaching:Lectures and Workshops

Evaluation Methods:Research based Assignment

Language of Teaching:Greek

Course Title: Intellectual Disability and Developmental Disabilities

Course Code: YE146

Type of the course: Required Elective

Course Level:

Year of Study: 4th

Semester: 8th

ECTS: 4

Course Work Load:-

Name of Lecturer: Adjunct Lecturer

Course Goal:-

Prerequisites:-

Course Contents:-

Basic Literature:-

Methods of Teaching:-

Evaluation Methods:-

Language of Teaching:-

Course Title:ORGANIZATIONAL BEHAVIOUR

Course Code:YE154

Type of the course:Required Elective

Course Level:Focused

Year of Study:4th

Semester:8th

ECTS:4

Course Work Load:Teaching hours 39, Student's preparation and cooperation with teaching staff 19 hours, team working / research / study 23 hours, preparation for exams 26 hours, exams 3 hours.

Name of Lecturer:Iordanidis George

Course Goal:Study of human behavior issues in terms of organization context.

Prerequisites:None

Course Contents:Study of issues dealing with: job stress and satisfaction, team working, communication, motivation, conflict management, leadership, power and micro-politics, culture and management of change.

Basic Literature:Bennett, D.N., Crawford, M., Cartwright, M. (2002). *Effective School Leadership*. London: Sage Publications Ltd.
Bottery, M. (2004). *The Challenges of Educational Leadership*. London: Paul Chapman Educational Publishing.
Bush, T. and Middlewood, D. (2005). *Leading and Managing People in Education*. London: Paul Chapman Educational Publishing.
Coleman, M. and Earley, P. (2004). *Leadership and Management in Education: Cultures, Change and Context*. London: Oxford University Press.
Day, C. and Leithwood, K. (2007). *Successful Principal Leadership in Times of Change : An International Perspective*. London: Kluwer Academic Publishers.
Gorton, R., Alston, J., Snowden, P. (2006). *School Leadership and Administration: Important Concepts, Case Studies and Simulations*. London: McGraw Hill Company.
Hoy, W. and Miskel, C. (2004). *Education Administration: Theory, Research and Practice*. London: McGraw Hill Company.

Methods of Teaching:Lectures, Dialogues, Presentations, Case studies

Evaluation Methods:Written Exams, Oral presentation

Language of Teaching:English

Course Title: DIFFERENTIATED INSTRUCTION IN MIXED CLASSES

Course Code: YE 155

Type of the course: Required Elective

Course Level: Focused

Year of Study: 2nd

Semester: 4th

ECTS: 4

Course Work Load: Instruction (lectures, seminars, workshops, presentations of assignments) 39 hours; preparation of assignments, collection of research data (from bibliography/field) 45 hours; preparation for the exams 30 hours, cooperation with the teacher 1 hour, written examination 3 hours.

Name of Lecturer: Katerina Dimitriadou

Course Goal: On the completion of the course, students should be able:

- to perceive the concept and the parameters of differentiated instruction, as well as its importance for the promotion of learning in mixed classes
- to acknowledge the teaching strategies which are suitable for the empowerment of students with mixed learning readiness
- to plan, implement and assess methods and strategies of differentiated instruction, combining theory and practice.

Prerequisites: -

Course Contents: The course focuses on practices that the teacher should follow in order to attain various forms of teaching and learning, taking under account the different learning readiness, learning styles, interests and multiple intelligences of the students: child centred educational procedures, emphasis on inquiry learning strategies, formative assessment strategies, and flexible teaching methods (multimodal texts, experiential learning, simulations, role play, brainstorming etc). University students are expected to enrich instruction with subject-matters and methods which will permit the pupils to mutually influence each other, demonstrate their individual talents and develop a variety of interpretations of the world, concerning the context of the school lesson. They get used to practices which offer opportunities for complex communication among learners and promote the students' professional competence toward a gradual shift from imposed, predefined teaching and learning to reflective collaboration and response to the different needs of different students.

Basic Literature: Dimitriadou, C. & Efstathiou, M. (2012). Fostering Teachers' Intercultural Competency at School: the Outcomes of a Participatory Action Research Project. In N. Palaiologou & G. Dietz (Eds.), *Mapping the Broad Field of Multicultural Education Worldwide. Towards the Development of a New Citizen* (pp. 296-313). Newcastle upon Tyne: Cambridge Scholars Publishing.

Dimitriadou, C., & Efstathiou, M. (2008). Teaching approaches in mixed classrooms. The integration of immigrant and foreign students in school (junior high school). In D. K. Mavroskoufis (Ed.), *Intercultural Education and Instruction* (pp. 67-85). Ministry of National Education and Religion (in Greek).

Dimitriadou, C., Nari, E. & Palaiologou, N. (2012). E-learning teacher training courses for differentiated instruction in multicultural classrooms: reflections upon the participants' experiences. *i-manager's Journal of Educational Technology, Special issue, 9 (3)*, 14-26.

Dimitriadou, C., Tamtelen, E. & Tsakou, E. (2011). Multimodal texts as instructional tools for intercultural education: A case study. *Intercultural Education 22 (2)*, 223-228 (Best Practice).

Gardner, H. (1983). *Frames of Mind: the Theory of Multiple Intelligencies*. N. York: Basic Books.

Koutselini, M. (2008). *Participatory teacher development at schools: Processes and issues. Action Research, 6(1)*, 29-48.

Kress, G. & Van Leeuwen, T. (1996). *Reading Images: the Grammar of Visual Design*. London: RKP.

Tomlinson, C. A., Brighton, C., Hertberg, H., Callahan, C. M., Moon, T. R., Brimijoin, K., Conover, L. A. & Reynolds, T. (2003). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: A review of literature. *Journal of the Education of the Gifted, 27 (2/3)*, 119-145.

Methods of Teaching: Seminars, workshops, bibliography research and field research, presentations of students' assignments

Evaluation Methods: Individual or group assignments (formative assessment), written examination

Language of Teaching: English

Course Title:Comparative Education

Course Code:YE159

Type of the course: Required Elective

Course Level:Focused

Year of Study:4

Semester:7th

ECTS:

Course Work Load:

Name of Lecturer:Vrinioti Kalliopi

Course Goal:

Prerequisites:

Course Contents:Basic concepts, subject and method of a comparative analysis of education. The main paradigms of a comparative analysis of education are presented whereas a significant theme of the course will be the *national character*. The main target of the course will be the introduction of the students into the diachronic as well as in the actual problems of comparative analysis, and among them into the problems of access to the sources, of reliability and comparability. The issues of ethnocentrism, subjectivity and bias are important elements of the course. Finally, the comparative argument, its main features and use within the frame of education policy will be developed in connection with the presentation of educational systems of selected countries

Basic Literature:

Methods of Teaching:Lectures, tutorials and essay writing

Evaluation Methods:Examinations

Language of Teaching:Greek

Course Title:Writing essays

Course Code:YE161

Type of the course: Required Elective

Course Level:Focused

Year of Study:3rd

Semester:5th

ECTS: 4

Course Work Load:

Name of Lecturer:Dimitriadou Aikaterini

Course Goal:

Prerequisites:

Course Contents:-

Basic Literature:

Methods of Teaching:-

Evaluation Methods:-

Language of Teaching:-

Course Title: EDUCATION POLICY

Course Code: YE162

Type of the course: Required Elective

Course Level: Advanced

Year of Study: 2nd

Semester: 3rd

ECTS: 4

Course Work Load: 36 hours of Lectures, 36 hours of laboratory, 20 hours of work in small groups, 28 hours of representing the results of their research

Name of Lecturer: S. Iliadou-Tachou

Course Goal: To inform investigate the terminology of the field.
To discuss the international trends in the educational policy and especially the practices of the European Union.
To include the Greek example in the European education policy framework.

Prerequisites: Positive assessment in the exams in History of Modern Greek Education

Course Contents: The contents of the course are: a) The matters of terminology regarding the scientific field of the educational policy b) The methodological problems and options c) The focus on certain aspects of context under investigation d) The international trends in the concrete field e) The European options and deviations f) The macro-historical approach to education policy g) The cross-sectional dimension of the field under investigation h) The selecting sub-thematic axes of the approach process i) the Greek example

Basic Literature: Dale, R. (1989). The State and Educational Policy. London: Open University Press.

Methods of Teaching: Lectures, laboratory training in small groups

Evaluation Methods: Research, presentation of the results, exams

Language of Teaching: English

Course Title:WRITING A RESEARCH PAPER

Course Code:YE 163

Type of the course:Required Elective

Course Level:Focused

Year of Study:3rd

Semester:5th

ECTS:4

Credits:3

Course Work Load:Lectures, seminars and workshops 25 hours; bibliographical research and preparation of assignments 38 hours; presentations and discussion 14 hours; exams preparation 30 hours; cooperation with the teacher 1 hour; written examination 3 hours.

Name of Lecturer:Katerina Dimitriadou

Course Goal:On the completion of the course, students should be able:

- to form the title of an academic research paper
- to identify the structure of an academic research paper and the characteristics of its main structural elements
- to indicate the core and peripheral content issues of a research paper, as well as the connections among them
- to combine the theoretical and the research part of a research paper
- to use tables and graphs for the presentation of the results of a research work
- to take care of spelling, punctuation, missing or duplicated words.
- to use bibliographical references, to avoid plagiarism and to face research writing as an action of critical literacy.
- to ensure that the final paper is clean, tidy, neat, and attractive

Prerequisites:-

Epistemological assumptions of academic research writing. Presuppositions of validity and academic value of research writing. Commitment and obligations of the author. Rules to approach the subject matter and presuppositions to face the structural elements of a research text. Methodological issues related to the theoretical background and methodological parameters of the approach to the research subject: a review of the pertinent literature on the subject, the rationale of the research, the statement of the aims, the definition of the problem, the research questions, the research method, results and conclusions. The advantages for the author. The use and quotes and rules of paraphrase.

Basic Literature:Writing Center (2015). *The writer's handbook. Writing a research paper.*
The University of Wisconsin.

<https://writing.wisc.edu/Handbook/PlanResearchPaper.html>

Mount Saint Vincent University Library. *Guide to writing Research Papers.*

<http://www.msvu.ca/site/media/msvu/howtowrite.researchpaper2.pdf>

Methods of Teaching:Seminars, workshops, bibliography research, research texts formation,
research questions formation exercises, presentations of students'
assignments

Evaluation Methods:Workshops and assignments (formative evaluation, 40%) written
examinations (final evaluation, 60%).

Language of Teaching:English

COURSE TITLE: SOCIAL PEDAGOGICAL APPROACHES IN PRIMARY SCHOOL

Course Code: YE 164

Type of the course: Required Elective

Course Level: Focused

Year of Study: 2nd

Semester: 4th

ECTS: 4

Course Work Load: Teaching hours 39, students' preparation 39 hours, data collection 30 hours, laboratory - hours, supervision-assessment 3 hours, preparation for the examination 27 hours.

Name of Lecturer: Ioannis Thoidis

Course Goal: A theoretical approach to the meaning and principals of Social Pedagogy. Understanding the social pedagogical dimension of modern schooling. An introduction to the institutions connected with social pedagogical characteristics of school, as well as out of school factors. Potential development of cooperation between school and social networks and institutions.

Prerequisites:

Course Contents: Within the first group of lessons the historical development of Social Pedagogy is presented, with emphasis on present day reality. Its aims interests and applications are also presented.
The second group of lessons focuses specifically on the connection between Social Pedagogy and modern schooling.
Within in this framework all of following are examined: The social pedagogical orientation of school, School Social Work, social pedagogical role of the teacher, social pedagogical dimension of all day school, the opening of school to community, Community Education, educational networks within the community, the relationship between school and family, as well as the content and aims of innovative school and out of school institutions.

Basic Literature: Mylonakou - Keke, I. (2013) Κοινωνική Παιδαγωγική. *Κοινωνικές, Επιστημολογικές και Μεθοδολογικές Διαστάσεις*. [Social Pedagogy] Αθήνα: Διάδραση.
Thoidis, I., & Chaniotakis, N. (2015) Ολοήμερο σχολείο. Παιδαγωγικές και κοινωνικές διαστάσεις [All-day School. Pedagogical and social dimension]. Thessaloniki: Kyriakidis.

Methods of Teaching: Lectures

Evaluation Methods:Assignment, examinations

Language of Teaching:Greek

Course Title:MOTIVATION IN EDUCATION

Course Code:YE165

Type of the course:Required Elective

Course Level:Introductory

Year of Study:2nd

Semester:4th

ECTS:4

Course Work Load:Teaching hours 39, students' preparation hours 36, preparation for the exams hours 30, exams 3 hours (108 hours)

Name of Lecturer:Dimitris Pnevmatikos, PhD

Course Goal:Students should be able to know the current psychological theories aiming at the understanding and improvement of the everyday educational practice and to be able to efficiently apply in their teaching.

Prerequisites:There is no requirement for this course

Course Contents:Cognitive mechanisms and functions activated for the perception, processing, memorizing, and recalling the information. The functions of perception, attention, short term and long term memory, thinking and problem solving. Executive functions. Modern motivation theories and especially motivation in education.

Basic Literature:Schunk, D.H., Pintrich, P. R., & Meece, J. L. (2010). Τα κίνητρα στην εκπαίδευση. Επιμ. Ν. Μακρή & Δ. Πνευματικός. Αθήνα: Gutenberg. Κωσταρίδου – Ευκλείδη, Α. (1999). Ψυχολογία Κινήτρων. Αθήνα: Ελληνικά Γράμματα.

Methods of Teaching:Lectures and Workshops

Evaluation Methods:Exams

Language of Teaching:Greek

Course Title: EDUCATIONAL EVALUATION

Course Code: YE166

Type of the course: Required Elective

Course Level: Advanced

Year of Study: 3rd

Semester: 6th

ECTS: 4

Course Work Load: Teaching hours 39, Student's preparation and cooperation with teaching staff 19 hours, team working / research / study 23 hours, preparation for exams 26 hours, exams 3 hours.

Name of Lecturer: Iordanidis George

Course Goal: It is essential for the students to know about pupils' evaluation models. They also need to know about teaching staff appraisal process, teaching work evaluation, school unit evaluation.

Prerequisites: None

Course Contents: Pupils' evaluation issues, purposes of the evaluation process, analysis of the evaluation process, models of evaluation, methods-systems of evaluation. Teaching staff evaluation process issues. Teaching work evaluation issues. School evaluation issues. Educational system evaluation issues.

Basic Literature: ΚΑΨΑΛΗΣ Α. – ΧΑΝΙΩΤΑΚΗΣ Ν. (2011). ΕΚΠΑΙΔΕΥΤΙΚΗ ΑΞΙΟΛΟΓΗΣΗ. ΘΕΣΣΑΛΟΝΙΚΗ: ΚΥΡΙΑΚΙΔΗΣ. ΚΩΝΣΤΑΝΤΙΝΟΥ Χ. (2002). Η ΑΞΙΟΛΟΓΗΣΗ ΤΗΣ ΕΠΙΔΟΣΗΣ ΤΟΥ ΜΑΘΗΤΗ. ΑΘΗΝΑ: GUTENBERG.

Methods of Teaching: Lectures, Dialogues, Presentations, Case studies

Evaluation Methods: Written Exams, Oral presentation

Language of Teaching: English

Course Title: MODERN GREEK POETRY AND POETRY FOR CHILDREN AND YOUNG'S

Course Code: YE 232

Type of the course: Required Elective

Course Level: Focused

Year of Study: 2^d, 4th

Semester: 3rd, 7th

ECTS: 4

Course Work Load: Teaching hours (39=1 ECTS), Course's preparation hours (40=1 ECTS), Preparation for the work presentation in classroom hours (20=1 ECTS), Written Work hours (20=1 ECTS)

Name of Lecturer: ALEXANDROS N. AKRITOPOULOS

Course Goal: The main course's goal is to enrich student's knowledge in history, theory, criticism and research of modern Greek poetry and Greek children's poetry as well. Especially to analyse the poetic language, his components, as it is verse, rhythm, morphology, symbol, archetype, theme, etc. Furthermore, to search, prepare and present a power point work in classroom related to the work of a Greek poet focusing on the didactic approach of his work as well.

Prerequisites: Y 207 GREEK CHILDREN'S AND YOUNG ADULTS LITERATURE.

Course Contents: Presentation of modern Greek poetry and poetry for children: History, Theory, Criticism.
Focus on children's poetry. The morphology of poetic language.
The components of poetic language.
The semiotic analysis of poetry. The close reading.
The thematic analysis of children's poetry.
The genres of poetry and children's poetry.

Basic Literature: Akritopoulos, A. (1993). *Poetry for children and young*, Athens: Herodotus.
Ακριτόπουλος, Α. Ν. (2013). *Οι ποιητές της Φλώρινας*. Φλωρινιώτικες: Εκδόσεις Ι. Αριστείδου.

Methods of Teaching: Lecture, Presentation of student's works

Evaluation Methods: Work presentation in classroom, written work (in group of 3 persons)

Language of Teaching: Greek, English or French

Course Title: MEASUREMENT AND EVALUATION OF PERCEPTUAL-MOTOR ABILITIES AND SKILLS

Course Code: YE240

Type of the course: Required Elective

Course Level: Advanced

Year of Study: 4th

Semester: 7th

ECTS: 4

Course Work Load: Teaching hours 36, students' preparation hours 24, data collection hours 12, supervision-assessment hours 21

Name of Lecturer: Klio Semoglou

Course Goal: After the end of the semester the students are able to undertake, organize and put through a research in the field of perceptual-motor abilities and skills

Prerequisites:-

Course Contents: Motor development. The phases of motor development. Measurement and evaluation. Perceptual motor abilities/skills testing. Individual differences. Gender differences. Finger and manual dexterity. Graphomotor skills. Visual-motor integration. Hand preference. Reaction time. Feedback.

Basic Literature: Gallahue, D. & Connely, F. (2002). Developmental physical education for all children. Thessaloniki: University Studio Press.
Drakos, G. & Mpinias N. (2005). Psychomotor treatment. Athens: Patakis.

Methods of Teaching: Lectures and workshops

Evaluation Methods: Research and examinations

Language of Teaching: Greek

Course Title:DIDACTICS OF LITERATURE

Course Code:YE/EE 243

Type of the course:Required Elective, Elective

Course Level:Focused

Year of Study:2nd, 3rd, 4th

Semester:4th, 6th, 8th

ECTS:4

Course Work Load:Teaching hours (39=1 ECTS), Course's preparation hours (40=1 ECTS), Preparation for a work presentation in classroom hours (20=1 ECTS), Written Work hours (20=1 ECTS).

Name of Lecturer:ALEXANDROS N. AKRITOPOULOS

Course Goal:Course's goal is to prepare students to be able to teach a literary work, which is addressed to children and young. In order to obtain this target student must be able to connect literature's theory with practice of teaching in a literary work. To know and present new and innovative methods of teaching for students of the primary and secondary Education. To make and present projects for teaching Literature for children and young, in order to form democratic and sensible in democracy citizens.

Prerequisites:It is the compulsory course, **Y 207 GREEK CHILDREN'S AND YOUNG ADULTS LITERATURE**.

Course Contents:Literature and Education. The didactic transposition. The practice of teaching. Literature and Literacy. The student as reader. Presentation of new and innovative methods of teaching for students of the primary and secondary Education. Literary reading and Literary writing. Literature and his uses in society. The ideological use of Literature

Basic Literature:Καλογήρου, Τ. – Λαλαγιάνη, Κ., (επιμ.) (2005). Εισαγωγή Κατσίκη-Γκίβαλου Α. *Η Λογοτεχνία στο Σχολείο. Θεωρητικές προσεγγίσεις και διδακτικές εφαρμογές στην Πρωτοβάθμια Εκπαίδευση*, Αθήνα: τυπωθήτω / Γεώργιος Δαρδανός.
Αποστολίδου, Β.- Καπλάνη, Β.- Χοντολίδου, Ε. (2000). *Διαβάζοντας λογοτεχνία στο σχολείο. Μια νέα πρόταση διδασκαλίας*. Τυπωθήτω, Γ. Δαρδανός.

Methods of Teaching:Lecture, Presentation of student's works

Evaluation Methods:Work presentation in classroom, written work(in group of 3 persons)

Language of Teaching:Greek, English or French

Course Title:PROSE LITERATURE FOR CHILDREN AND YOUNGS

Course Code:YE/EE 244

Type of the course:Required Elective, Elective

Course Level:Focused

Year of Study:3rd, 4th

Semester:5th, 7th

ECTS:4

Course Work Load:Teaching hours (39=1 ECTS), Course's preparation hours (40=1 ECTS),
Preparation for a work presentation in classroom hours (20=1 ECTS),
Written Work hours (20=1 ECTS)

Name of Lecturer:ALEXANDROS N. AKRITOPOULOS

Course Goal:The main course's goal is to enrich student's knowledge in history, theory, criticism and research of Greek prose literature for children and young. Furthermore, to familiarize students with basic notions of analysis of a prose literary work, that is to say, "story", "narration", "focus", "structure", "plot", "character" and "setting". And to search, approach and present a prose literary work, tale, short story, novelette and novel, drama, in connection with social, political, ethical and pedagogical issues.

Prerequisites:It is the compulsory course, **Y 207, GREEK CHILDREN'S AND YOUNG ADULTS LITERATURE.**

Course Contents:Presentation of the modern prose Literature for children and young: History, Theory, Criticism. Presentation of a prose literary work according to his poetical components, that is to say, according to his story, narration, focus, structure, plot, character and setting. Presentation and thematic analysis of modern prose works of Greek writers for children and young. Focus on prose genres of children and young Literature: tale, short story, novelette and novel, drama, in connection with social, political, ethical and pedagogical issues.

Basic Literature:Akritopoulos, N. A. (2013). (επιμ.) *Ελληνική Παιδική-Νεανική Λογοτεχνία: Ιστορία, Κριτική, Διδασκαλία*, Αθήνα: Ηρόδοτος. Καρακίτσιος, Α. (2010). *Σύγχρονη παιδική μικροαφήγηση*, Ζυγός.

Methods of Teaching:Lecture, Presentation of student's works

Evaluation Methods:Work presentation, written work (in group of 3 persons)

Language of Teaching:Greek, English or French

Course Title:LINGUISTIC-PEDAGOGIKAL ISSUES

Course Code:YE/EE 245

Type of the course: Required Elective, Elective

Course Level: Intoductory

Year of Study:3rd

ECTS:4

Course Work Load:100

Name of Lecturer:Stavros Kamaroudis

Course Goal: Linguistic Variety in the World

Prerequisites:none

Course Contents:The languages of the World and the place of Greek.
Languages or Dialects?
Greek as a fist, second and third language: methods, books, dictionaries, films, CD.
Bilingualism, Diglossia, Multilinguism and Multiculturalism. Balkan Languages.
Artificial languages: the case of Esperanto.

Basic Literature:Καμαρουδης, Σταύρος. (2015). *Γλωσσών Περιήγησις*. Θεσσαλονίκη, Εκδοτικός Οίκος Κ. Και Μ. Σταμούλη
Μιχαήλ, Δόμνα, (2003). *Κόσμοι που χάνονται*

Methods of Teaching:Conferences

Evaluation Methods:Project – Present a dossier-portrait of one given Language

Language of Teaching:GREEK, ENGLISH, FRENCH, ITALIAN

Course Title: PEDAGOGICAL AND GAMES APPLICATIONS

Course Code: YE248

Type of the course: Required Elective

Course Level: Introductory, Advanced, Focused (select)

Year of Study: 1st, 2nd

Semester: 2nd, 4th

ECTS: 4

Course Work Load: Teaching hours 18, practise in gym hours 21, students' preparation hours 12, students' teaching hours 21, supervision-assessment hours 21

Name of Lecturer: Klio Semoglou

Course Goal: to develop students' motor and games skills and equip them with the knowledge, skills and attitudes to pursue and enjoy a physically active lifestyle and to use games in their school curricula.

Prerequisites:-

Basic Literature: Anastasiadis, A. (1993). The games. Thessaloniki: University Studio Press.
Chamilakis, I, & Aggelidaki, M. (2000). 100 daily programs for young learners. Athens: Athlotypo.
Griva, E. & Semoglou K. (2013). Foreign language and games. Thessaloniki: Kyriakides.

Methods of Teaching: Lectures and workshops

Evaluation Methods: Assignment and exams

Language of Teaching: Greek

| Course Title:Theory and Practice of Music |
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| <p>Course Code:YE249</p> <p>Type of the course:Required Elective</p> <p>Course Level:Introductory, Advanced, Focused (select)</p> <p>Year of Study:4th</p> <p>Semester:7th</p> <p>ECTS:4</p> <p>Course Work Load:Teaching hours 39, preparation for teaching 39 hours, cooperation 3 hours, preparation for examinations 36 hours, examination 3 hours.</p> <p>Name of Lecturer:Adjanct staff</p> <p>Course Goal:---</p> <p>Prerequisites:-</p> <p>Basic Literature:Γρηγορίου, Ν. (1992). <i>Μουσική για παιδιά και για έξυπνους μεγάλους</i>. Αθήνα: Νεφέλη. Θεοδωρίδης, Ν. (1996). <i>Τραγουδοπαιχνίδια για φίλους μουσικόφιλους 4 ετών και άνω</i>. Θεσσαλονίκη</p> <p>Methods of Teaching:Lectures and workshops</p> <p>Evaluation Methods:Oral and written exams</p> <p>Language of Teaching:Greek</p> |

Course Title:LANGUAGE LEARNING STRATEGIES

Course Code:YE256

Type of the course:Required Elective

Course Level:Focused

Year of Study: 3rd

Semester:5th

ECTS:4

Course Work Load:Teaching hours 36, students' preparation hours 20, data collection 25 hours, workshops 24 hours, supervision – assessment 10 hours, preparation for the examination 20.

Name of Lecturer:Eleni Griva, PhD

Course Goal:The course aims at familiarizing University students with the typologies and characteristics of language learning strategies in order to employ suitable methods and techniques for developing language strategies of the primary school students

Prerequisites:None

Course Contents:Definitions of language learning strategies.
Definitions of communicative strategies
Characteristics of language learning strategies
Typologies of language learning strategies
Oxford taxonomy: a) Direct (memory, cognitive, compensatory) strategies b) Indirect (metacognitive, social, affective) strategies.
Developing strategies: productive skills
Developing strategies: receptive skills
Reading skills and strategies
Writing skills and strategies
Listening skills and strategies
Speaking skills and strategies

Basic Literature:Psaltou-Joycey, A. (2010). *Language Learning Strategies in the foreign language classroom*. Thessaloniki: University Studio Press.
Τοκατλίδου, Β. (2003). *Γλώσσα επικοινωνία και γλωσσική εκπαίδευση*. Αθήνα: Πατάκης.

Methods of Teaching:Lectures, Workshops and Presentations

Evaluation Methods:Examinations (50%) and Assignments (50%)

Language of Teaching:English

Course Title:INTRODUCTION TO BILINGUALISM- BILINGUAL EDUCATION

Course Code:YE257

Type of the course:Required Elective

Course Level:Introductory

Year of Study: 2nd

Semester:3th

ECTS:4

Course Work Load:Teaching hours 36, students' preparation hours 20, data collection 25 hours, workshops 24 hours, supervision – assessment 10 hours, preparation for the examination 20.

Name of Lecturer:Eleni Griva, PhD

Course Goal:The course aims at familiarizing University students with the characteristics and the profile of bilingual children in order to employ suitable techniques for bilingual immigrant students included in mainstream and compensatory classrooms of primary education.

Prerequisites:None

Course Contents:Definition of Bilingualism. Bilingualism and Diglossia.
Typologies of Bilingualism (e.g. Simultaneous/ *Sequential* Bilingualism).
The profile and the characteristics of bilingual students.
Cognitive and linguistic development of bilingual students.
Cognitive and linguistic performance of bilingual students.
Language leaning strategies of bilingual children.
Teaching techniques for developing the bilingual student's language skills.
Bilingual education.
Types of Bilingual Education (e.g.immersion/submersion)

Basic Literature:Baker, C. (2001). *Εισαγωγή στη Διγλωσσία και τη Δίγλωσση Εκπαίδευση*. Αθήνα: Gutenberg.
Γρίβα, Ε. & Στάμου, Α. (2014). *Ερευνώντας τη διγλωσσία στο σχολικό περιβάλλον. Οπτικές εκπαιδευτικών, μαθητών και μεταναστών γονέων*. Θεσσαλονίκη: Εκδ Κυριακίδη.

Methods of Teaching:Lectures, Workshops and Presentations

Evaluation Methods:Examinations (50%) and Assignments (50%)

Language of Teaching:English

Course Title:ALTERNATIVE METHODS OF ASSESSING LANGUAGE SKILLS

Course Code:YE258

Type of the course:Required Elective

Course Level:Focused

Year of Study: 3rd

Semester:6^h

ECTS:4

Course Work Load: Teaching hours 36, students' preparation hours 20, data collection 25 hours, workshops 24 hours, supervision – assessment 10 hours, preparation for the examination 20.

Name of Lecturer:Eleni Griva, PhD

Course Goal:The course aims at familiarizing University students with alternative, communicative methods of assessing primary school students' language skills.

Prerequisites:None

Course Contents:Definition of typical testing and alternative assessment.
Testing productive skills.
Testing receptive skills.
Alternative assessment and process-oriented language learning.
Focus on the following methods of alternative assessment:
Language portfolio
European language portfolio
Teacher journal
Students' logs/diaries
Think aloud process
Observation
Dramatization

Basic Literature:Τσοπάνογλου, Α. & Υψηλάντης Γ. (2011). *Αξιολόγηση επίδοσης και γλωσσομάθειας με χρήση ηλεκτρονικού υπολογιστή*. Θεσσαλονίκη: Εκδ. Ζήτη.
Τσοπάνογλου, Α. (2010). *Μεθοδολογία της επιστημονικής έρευνας και εφαρμογές της στην αξιολόγηση της γλωσσικής κατάρτισης*. Θεσσαλονίκη: Εκδ. Ζήτη.

Methods of Teaching:Lectures, Workshops and Presentations

Evaluation Methods:Examinations (30%) , Assignments (50%), students' journals (20%)

Language of Teaching:English

Course Title: PLANNING, IMPLEMENTATION AND EVALUATION OF CULTURAL EDUCATIONAL PROGRAMS

Course Code: YE262, EE262

Type of the course: Required Elective

Course Level: Focused

Year of Study: 2nd, 3rd

Semester: 4th, 6th

ECTS: 5 ECTS

Course Work Load: 110 hours

Name of Lecturer: Kostas Kasvikis

Course Goal: The course aims to familiarize students with the concept of culture, to make them aware of the values of teaching culture in school and to learn how to materialize and evaluate educational activities in cultural institutions.

Prerequisites:-

Course Contents: The course is theoretical and practical. It includes theoretical information related with the concepts of culture, cultural institution, the cultural policy and the relationship of culture with the society, issues of culture in education (culture in curriculum, educational materials, educational policy of cultural institutions), the organizational, methodological and pedagogical framework of the educational cultural programs and their evaluation. At a practical level, students visit the cultural institutions of Florina (museums, galleries, archaeological sites, libraries, folklore collections, Faculty of Fine Arts) to identify their educational potential into teaching aspects of culture in Primary education and then they design or implement educational projects.

Basic Literature:- Βερνίκος, Ν. – Δασκαλοπούλου, Σ. (2005) *Πολιτισμικές βιομηχανίες*. Κριτική: Αθήνα.
- Νικονάνου, Ν. – Κασβίκης, Κ. (2008) *Εκπαιδευτικά Ταξίδια στο χρόνο. Εμπειρίες και ερμηνείες του παρελθόντος*. Πατάκης: Αθήνα.
- Νικονάνου, Ν. (2010) *Μουσειοπαιδαγωγική. Από τη θεωρία στην πράξη*. Πατάκης: Αθήνα.
- Hooper-Greenhill, E. ed. (1994) *The educational role of museum*. London & New York: Routledge
- Keith, C. (1991), *A Teacher's Guide to Using Listed Buildings*, English Heritage, London.

Methods of Teaching: Lectures, discussion, cultural institutions visits and project presentations.

Evaluation Methods:Projects

Language of Teaching:Greek

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|------------------------------|--|
| Course Title | Analysis of greek language texts |
| Course Code: | YE/EE 264 |
| Type of the cour | Required elective/Elective |
| Course Level: | Focused |
| Year of Study: | 2 nd |
| Semester: | 4 th |
| ECTS: | 3 |
| Course Work Load: | 100 hours |
| Name of Lecturer: | Stavros Kamaroudis |
| Course Goal: | Syrvey to the history of Greek Language by various representative texts |
| Prerequisites: | none |
| Course Contents: | 35 centuries of written texts in Greek,. Periods, (Linear B, Classical, Hellenistic, Byzantine, Modern), ...Characteristics, Texts, Authors, Literary currents, Sociolinguistic-Cultural analysis, Dialects... Translations from Greek in other languages. |
| Basic Literature: | Αυγελής, Νίκος (2014), <i>Φιλοσοφία της Γλώσσας</i> , Θεσσαλονίκη, Εκδοτικός Οίκος Κ. και Μ. Σταμούλη Καμαρούδης, Σταύρος (2013). <i>Ειδική Επιστημονική Τεχνογραφία</i> . Θεσσαλονίκη, Εκδοτικός Οίκος Κ. Και Μ. Σταμούλη. |
| Methods of Teaching: | Lectures Collaborative Method |
| Evaluation Methods: | Dossier – Anthology of Texts |
| Language of Teaching: | Greek, French, English, Italian |

COURSE TITLE: VOCABULARY: DESCRIPTION AND DIDACTICS

Course Code: YE265

Type of the course: Required Elective

Course Level: Focused

Year of Study: 4th

Semester: 8th

Course Work Load: Teaching 39 hours, students' preparation for the lectures 13 hours, preparation for the written examinations 48 hours.

Name of Lecturer: Angeliki Sakellariou

Course Goal: By the completion of this course, students should:

- be able to teach the basic characteristics of derivative and compound words,
- be able to distinguish/ differentiate between phrasal expressions and fixed expressions and know the characteristics of proverbs,
- know the basic semantic lexical relations (hyperonymy, hyponymy, synonymy, antonymy) and distinguish between homonymous and polysemous words,
- analyze the role of metaphor in discourse,
- teach their potential students how to use the dictionary,
- construct their own vocabulary exercises; for this reason, exploit the possibilities offered by the internet (for ex. The "hot potatoes" program),
- recognize the register of the text on the basis of its vocabulary,
- exploit the possibilities offered by the electronic corpora in language teaching,
- approach vocabulary in a genre based way.

Prerequisites:---

Course Contents: Elements of diachronic vocabulary study,

Introduction to the basic lexical semantic theories,

Word production and compounding,

Word combinations: phrasal expressions, fixed expressions, proverbs,

Lexical semantic relations: hyperonymy, hyponymy, synonymy, antonymy,

Homonyms, polysemous words,

Metaphor,

Dictionary types and their uses,

Exploitation of electronic corpora in language teaching.

Basic Literature: Ξυδόπουλος, Γιώργος. 2008. *Λεξικολογία. Εισαγωγή στην ανάλυση της λέξης και του λεξικού*. Αθήνα: Πατάκης.

Μπακάκου- Ορφανού, Αικατερίνη. 2005. *Η λέξη της νέας ελληνικής στο γλωσσικό σύστημα και στο κείμενο*. Αθήνα: Παρουσία.

Methods of Teaching: Lectures, use of exercises (usually from the school textbooks), electronic corpora, dictionaries, relevant software.

Evaluation Methods: Written examinations

Language of Teaching: Greek

Course Title: LITERACY AT SCHOOL: UNDERSTANDING AND PRODUCING TEXTS

Course Code: YE 266

Type of the course: Required Elective

Course Level: Advanced

Year of Study: 2nd

Semester: 3rd

Course Work Load: Teaching 39 hours, students' preparation for the lectures 13 hours, preparation for the written examinations 48 hours.

Name of Lecturer: Angeliki Sakellariou

Course Goal: By the completion of this course students should:

- know when a discourse sequence constitutes a text and recognize the elements of textual cohesion,
- adopt a critical position towards the spoken and the unspoken textual meanings,
- be able to teach the ways of constructing a paragraph and a summary,
- know the basic linguistic characteristics of description, narration and argumentation,
- distinguish the properties of basic genres,
- develop teaching strategies promoting the language skills,
- evaluate students' discourse on the basis of specific criteria.

Prerequisites: ---

Course Contents: Introduction to the notion of literacy with emphasis on critical literacy, Textuality criteria with emphasis on text cohesion, Paragraph and abstract summary construction, Discourse types: descriptive, narrative, argumentative, instructive, Genres: examination of different genres (journalistic article, (formal and informal) letter, fairy tale, advertisement etc.) and their properties, Evaluation of texts (examination of school student texts according to specific criteria).

Basic Literature: Γούτσος, Διονύσης, Γεωργακοπούλου, Αλεξάνδρα. 2011. *Κείμενο και επικοινωνία*. Πατάκης, Αθήνα.
Ματσαγγούρας, Ηλίας (επιμ.). 2007. *Σχολικός εγγραμματισμός*. Γρηγόρης, Αθήνα.

Methods of Teaching: Lectures with extensive use of school textbooks and other authentic material.

Evaluation Methods: Written examinations

Language of Teaching: Greek

Course Title:MUSEUM EDUCATION

Course Code:YE 267

Type of the course:Required Elective

Course Level:Focused

Year of Study:4th.

Semester:8th

ECTS:4

Course Work Load:100 ECTS

Name of Lecturer:Andreas P. Andreou

Course Goal:Museum and New Museology. Introduction to the history and development of museums (examples of traditional, old-style 'modern' and 'postmodern' museum). Museums in Greece. Communication model. Educational theory (constructivism, multiple intelligences). Museums, cultural heritage and new technologies

Prerequisites:

Course Contents:Current issues of museum education. Museum Educational Programs for schools. School educational visits in museums. Museum visits – practicing in connection with the subject of History of Aesthetic.

Basic Literature:- Κόκκινος Γ.- Αλεξάκη Ε. (επιμ) (2002) *Διεπιστημονικές προσεγγίσεις στη μουσειακή αγωγή*. Μεταίχμιο:Αθήνα .

Methods of Teaching:Lectures, discussion, workshops, practice, museum visits.

Evaluation Methods:Projects.

Language of Teaching:Greek

Course Title:HISTORY AND CULTURE IN EDUCATION

Course Code:YE268 (former Y211)

Type of the course:Compulsory

Course Level:Advanced

Year of Study:4th

Semester:7th

ECTS:4

Course Work Load:100 hours

Name of Lecturer:Kostas Kasvikis

Course Goal:The course aims to students' deepening on issues of history and Culture in Education and to their critical approach of historical knowledge and cultural aspects dispersed in Education.

Prerequisites:-

Course Contents:The History of history and history education in the modern world. Current theory and practice concerning History Education. Cultural theory and the role of culture in Greek Formal and informal Education. Research in School history practices and on students' understanding of the past. History textbooks: theory and the Greek case. Current issues on history and culture teaching: local history, ICT, museum education, public history.

Basic Literature:- Peter Burke, 2008, *Τι είναι πολιτισμική ιστορία*, Εκδόσεις Μεταίχμιο, Αθήνα.
- Αντώνης Λιάκος, *Πώς το παρελθόν γίνεται ιστορία*, Εκδόσεις Πόλις, Αθήνα 2007

Methods of Teaching:Lectures, workshops, practice.

Evaluation Methods:Oral exams, assignments.

Language of Teaching:Greek, English.

Course Title:HISTORY FROM SOURCES

Course Code:YE 269

Type of the course:Required Elective

Course Level:Focused

Year of Study:3rd .

Semester:6th

ECTS:4

Course Work Load:100 ECTS

Name of Lecturer:Andreas P. Andreou

Course Goal:-

Prerequisites:

Course Contents:-

Basic Literature:-

Μαυροσκούφης, Δημ. Κ. (2005) *Αναζητώντας τα ίχνη της ιστορίας. Ιστοριογραφία, διδακτική μεθοδολογία και ιστορικές πηγές*. Αφοί Κυριακίδη: Θεσσαλονίκη.
Ρεπούση, Μ. - Τσιβάς, Α. επιμ. (2011), *Από τα ίχνη στις μαρτυρίες. Η επεξεργασία των ιστορικών πηγών στο μάθημα της ιστορίας*, Εκδόσεις Γράφημα: Αθήνα.

Methods of Teaching:Lectures, workshops, practice.

Evaluation Methods:Presentations, final essay.

Language of Teaching:Greek

Course Title:LANGUAGE CONTACT IN MULTILINGUAL AND MULTICULTURAL CONTEXTS

Course Code:YE270

Type of the course: Elective

Course Level:Focused

Year of Study: 4th

Semester:7th

ECTS:4

Course Work Load:Teaching hours 36, students' preparation hours 20, data collection 25 hours, workshops 24 hours, supervision – assessment 10 hours, preparation for the examination 20.

Name of Lecturer:Eleni Griva, PhD

Course Goal:The course aims at familiarizing University students with issues related to contact of languages and cultures in order for students to be able to teach in multilingual and multicultural educational contexts in the future.

Prerequisites:None

Course Contents:Contact of languages and cultures: theoretical approach
Contact of languages: definitions, characteristics and consequences.
Code switching and language(s) choice.
Translanguaging, interaction of languages and transculturaling as
as dynamic and creative processes of using complex interrelated codes
that compose a continuous repertoire of languages.
Teaching techniques aiming using languages flexibly and creatively in
school environment, and making student take advantage of the interaction
of languages and cultures .
Strategies of awareness and sensitivity of linguistic and cultural diversity
at school.

Basic Literature:Baker, CCummins, J. (2001). *Εισαγωγή στη Διγλωσσία και τη Δίγλωσση Εκπαίδευση*. Αθήνα: Gutenberg.
Γρίβα, Ε. & Στάμον, Α. (2014). *Ερευνώντας τη διγλωσσία στο σχολικό περιβάλλον. Οπτικές εκπαιδευτικών, μαθητών και μεταναστών γονέων*. Θεσσαλονίκη: Εκδ Κυριακίδη.

Methods of Teaching:Lectures, Workshops and Presentations

Evaluation Methods:Examinations (50%) and Assignments (50%)

Language of Teaching:English

**Course Title: PRODUCTION OF EDUCATIONAL MATERIAL IN MATHEMATICS WITH
USE OF ICT**

Course Code: YE331

Type of the course: Required Elective

Course Level: Focused

Year of Study: 3rd or 4th

Semester: 5th or 7th

ECTS: 4

Course Work Load: 36 hours teaching, 40 hours preparation for teaching, 40 hours cooperation, guidance operations and correction operations.

Name of Lecturer: Charalampos Lemonidis

Course Goal: Students will be able to manufacture and modify educational materials that will be used in their teaching practice.

Prerequisites: Mathematics I, II and Didactics of Mathematics. Second Face. Didactics of Mathematics.

Course Contents: The course comprises the follow subjects:

- Dynamic geometry. Programs use (Geogebra, Logo) and planning activities.
- Use the calculator in teaching and learning of mathematics
- Electronic material for teaching early number concepts
- Teaching rational numbers (fractions, decimals and percents) with the use of ICT.
- Teaching statistics, data analysis and measurement with the use of ICT.
- Learning disabilities and ICT

Basic Literature: Lemonidis, Ch. (2015). Nature and Life Mathematics. Alternative book for the teacher and student. Kiriakidis (Eudoxus code **50662758**).
Lemonidis, Ch. (2003). A new teaching proposal of mathematics in the early grades of primary school. Patakis, Athens (Eudoxus code **21771**).

Methods of Teaching: ICT laboratory and lectures

Evaluation Methods: Works course

Language of Teaching: English

Course Title: ΕΠΙΣΤΗΜΟΛΟΓΙΑ

Course Code: YE332

Type of the course: Required Elective

Course Level: Focused

Year of Study: 4th

Semester: 7th

ECTS: 4

Course Work Load: Teaching hours 39, students' preparation (personal projects, group projects) and presentation 40 hours, preparation for the examination 50 hours.

Name of Lecturer: Konstantinos Nikolantonakis

Course Goal: This course aims at familiarizing students with Elements from of History of Sciences and to give them a representation of some Epistemological approaches of History of Sciences.

Prerequisites:

Course Contents: Introduction of Elements from the history of Science. Greek Scientific And Philosophical tradition. Non European Scientific traditions: Arabic, Chinese and Hindu Scientific traditions. Western European Medieval Science. The Scientific revolution. Galileo, Newton, Descartes, The Industrial revolution. Darwin. Epistemology Of T. Kuhn, I. Lakatos, Feyerabend, Duhem. Marxism and Science

Basic Literature: Notes, Papers, Presentations

Methods of Teaching: Lectures, Students presentations

Evaluation Methods: Final Examination (40%), Personal project (40%) and presentation of the project (20%)

Language of Teaching: Greek, Could be taught in English and French

| | |
|---|--|
| Course Title: Applied statistics | |
| Course Code | YE333 |
| Course Type | <i>Required Elective</i> |
| Course Level | <i>Specialized Area</i> |
| Year of Study | 3 rd , 4 th |
| Semester | 5 th , 7 th |
| ECTS Credits | 4 ECTS |
| Workload | Lectures (39 hours), student preparation (25 hours), lab work (25 hours), preparation for the exams (25 hours), exams (3 hours). |
| Instructor | Helen Tsakiridou |
| Course Objectives | The purpose of this course is to introduce the students to the methods and techniques for statistical processing of research data using specialized computer software. The laboratory consists of exercises taken from applications in educational research. |
| Prerequisites | Statistics |
| Course Contents | Methods for statistical processing of research data using specialized computer software. Types of variables. Pivot Tables and charts. Numerical descriptive measures. Function usage. Sample description. Applications in Educational Research. |
| Recommended bibliography | Xanthos, G.I. (2005). Using Excel for Statistical Analysis, Stamoulis publ. Tsantas, N., Moisiadis, P., Bayiatis, D., Chadjipantelis, Th. (1999). Data analysis using Statistical Packages, Ziti publ. |
| Teaching Methods | Laboratory lessons - practical applications |
| Assessment Methods | Exercises (30%), written exams (70%) |
| Language of Instruction | Greek |

Course Title:DESIGN AND DEVELOPMENT OF EDUCATIONAL SOFTWARE

Course Code:YE335

Type of the course:Required Elective

Course Level:Focused

Year of Study:3rd

Semester:6th

ECTS:4

Course Work Load:39 hours of teaching, 30 hours in the computer laboratory, 9 hours of student preparation and collaboration with the instructor, 30 hours for project development.

Name of Lecturer:George Palaigeorgiou

Course Goal:The students should

- be aware of basic design principles
- be able to participate in design teams for the development of educational software
- be able to design and develop their own educational apps for their needs (i.e. Scratch)
- acquire skills for utilizing a significant range of educational development tools
- be able to evaluate the educational suitability and the usability of software.

Prerequisites:-

Course Contents:What is design, design principles, what is participatory design. Principles of designing educational software, educational software development, educational software evaluation rules.

Basic Literature:Vosniadou Stella, De Corte Erik, Glaser Robert, Mandl Heinz (2006) International Perspectives on the Design of Technology-supported Learning Environments.
Christian Depover, Thierry Karsenti and Vassilis Komis (2007) Enseigner avec les technologies : Favoriser les apprentissages, développer des compétences.
Παναγιωτακόπουλος Χ., Πιερρακέας Χ., Πιντέλας Π. (2003) Το εκπαιδευτικό λογισμικό και η αξιολόγησή του, Εκδόσεις Μεταίχμιο.
Τσέλιος Ν. (2007) Εισαγωγή στην Επιστήμη του Ιστού: Βασικές υπηρεσίες και παιδαγωγικές χρήσεις, εκδόσεις Κλειδάριθμος.

Methods of Teaching:Theory and laboratory exercises.

Evaluation Methods:Project

Language of Teaching:Greek

Course Title: HISTORY OF MATHEMATICS AND MATHEMATICS EDUCATION

Course Code:YE337

Type of the course:Required Elective

Course Level:Focused

Year of Study:2nd

Semester:3rd

ECTS:4

Course Work Load:Teaching hours 39, students' preparation (personal projects, group projects) and presentation 40 hours, preparation for the examination 50 hours.

Name of Lecturer:Konstantinos Nikolantonakis

Course Goal:This course aims at familiarizing students with Elements from History of Mathematics and to discuss ways for using episodes From the history of mathematics to teach the subject in Primary Education schools

Prerequisites:

Course Contents:Introduction of Elements from the history of Mathematics. European and non-European mathematical traditions. Summer, Greek, Arabic, Chinese and Hindu mathematical traditions. Medieval and renaissance European Mathematics. History of numbers and numerical systems, Practical and Experimental geometry. Abacus. Measures.

Basic Literature:Notes, Papers, Presentations

Methods of Teaching:Lectures, Students presentations

Evaluation Methods:Final Examination (40%), Personal project (40%) and presentation of the project (20%)

Language of Teaching:Greek, Could be taught in English and French

| | |
|---|---|
| Course Title: Applied Educational Research | |
| Course Code | YE342 |
| Course Type | <i>Required Elective</i> |
| Course Level | <i>Core Course</i> |
| Year of Study | 3 rd , 4 th |
| Semester | 6 th , 8 th |
| ECTS Credits | 4 ECTS |
| Workload | Lectures (15 hours), student preparation (25 hours), cooperation of students with teacher and homework preparation (25 hours), individual or group project / research / study (55 hours). |
| Instructor | Helen Tsakiridou |
| Course Objectives | The purpose of this course is to make students able to apply key concepts that they taught in the compulsory courses “Statistics in Education”, “Applied Statistics” and “Methodology of Educational Research”. The students will be able to plan and execute a survey and write a research paper based on that survey. |
| Prerequisites | Statistics in Education, Applied Statistics, Methodology of Educational Research. |
| Course Contents | Research methods and procedures. Definition of the research area related to education. Literature review. Research planning. Research tool selection. Sample selection. Data collection. Data processing. Statistical Analysis. Results. Research paper writing. |
| Recommended bibliography | Verma G. K. & Mallick K. (2004). Educational Research, Dardanos publ. Katsillis, J. (1997). Descriptive Statistics. Applications in Social Sciences and in Education. Dardanos publ. |
| Teaching Methods | Lectures, discussions, supervision of the research project, project presentations. |
| Assessment Methods | Research project. |
| Language of Instruction | Greek |

Course Title:IMPLEMENTATION OF SUSTAINABILITY PROJECTS IN PRIMARY SCHOOL

Course Code:YE349

Type of the course:Elective

Course Level:Advanced

Year of Study:3rd , 4th

Semester:5th , 7th

ECTS:4

Course Work Load:Attendance of teaching 39 teaching hours, site visit 8 teaching hours, preparation for civic/environmental/political actions - implementation of actions - and constructions 50 teaching hours, preparation for examination 20 teaching hours, presentation of program 2 teaching hours, final examinations 1 teaching hour.

Name of Lecturer:Georgios N. Malandrakis

Course Goal:Students to become able, individually or in cooperation with other educators, to plan, organize, implement and evaluate school-based programs about education for sustainability (EfS) proper for students of Grades 1-6.

Prerequisites:The Compulsory course ‘Y304-Environmental Education’

Course Contents:Principles and philosophy of EsF programs * Goals and objectives * Project group – pedagogical team * Project method * Role playing * Practice in project implementation * Theme selection * Undertake of theme and tasks from each group * Literature and information seeking * Organization and implementation of civic/environmental/political action * Site visit * Visit to authoritative body (e.g., Mayor) * Development of short video and radio spot * Public presentation of the project.

Basic Literature:Αναστασία Δημητρίου (2009). Η περιβαλλοντική Εκπαίδευση: περιβάλλον αειφορία, Επίκεντρο, ISBN: 978-960-458-214-3. (κωδικός στον Εύδοξο: 15129)
Shallcross Tony, Robinson John, Pace Paul, Wals Arjen, Bezzina Christopher, Niiranen - Niitty Hanna, McDonnell Pat, Almeida Fatima Matos (2009). Δημιουργώντας βιώσιμα σχολικά περιβάλλοντα, Αθήνα, Επίκεντρο Α.Ε.. (κωδικός στον Εύδοξο: 14921)

Methods of Teaching:Lectures, simulations, site visits, civic/environmental/ political actions

Evaluation Methods: Participation to the course, deliverables at the end of the course, implementation of civic/environmental/political action, development of short video, public presentation of the project.

Language of Teaching: Greek / English

Course Title:Open Inquiry Learning Environments in Science Education

Course Code:Y350

Type of the course:Required Elective

Course Level:Advanced

Year of Study:3rd

Semester:5th

ECTS:4

Course Work Load:Lecture 12h, individual tasks 30h, cooperation with the professor 15h
workshops 25 ώρες, use of ICT 20 ώρες, literature review 10h.

Name of Associate Professors:Anna Spyrtou

Course Goal: Students will be able: 1) to design open inquiry teaching-learning environments in-and-out of school, 2) select or/and create educational materials for promoting open inquiry teaching-learning environments, 3) to present in multiple ways current research results concerning open inquiry methods.

Prerequisites:Conceptual Physics: scientists' versus pupils' knowledge

Course Contents:1) Reading and writing science, 2) open inquiry teaching models, 3) scientific literature, 4) teaching science and technology in primary school, 5) the role of models and modeling, 6) research studies of Science Education

Basic Literature:Fulwiler, B., R. (2007). Writing in Science-How to Scaffold Instruction to Support Learning. Portsmouth: Heinemann.
Saul, W. (2002). Science Workshop-Reading, Writing, and Thinking Like a Scientist. Portsmouth: Heinemann.

Methods of Teaching:Seminars, Workshops

Evaluation Methods:Tasks, reports

Language of Teaching:English

Course Title:EDUCATIONAL SOFTWARE

Course Code:YE351 (New) – Y302 (Old)

Type of the course:Compulsory

Course Level:Introductory

Year of Study:2rd

Semester:3th

ECTS:4

Credits:3

Course Work Load:39 hours of teaching, 39 hours in the computer laboratory, 18 hours of student preparation and collaboration with the instructor, 18 hours of preparation for the examination, 3 hours for written and laboratory exams.

Name of Lecturer:Georgios Palaigeorgiou

Course Goal:Students should be able:

- to understand and be aware of the range of available courseware
- to identify different educational software categories and the corresponding educational activities that can be supported
- to make effective use of educational software in their instructional plans
- to evaluate the appropriateness of educational software for different learning circumstances

Prerequisites:-

Course Contents:- Web 2.0, Wiki, blogs / micro-blogs, Social Networks, comics, collaborative text editors, to-do lists, podcasting, vodcasting etc.
- Technology in the curriculum: language and foreign languages, natural sciences, social sciences, arts, physical education, special education
- Theoretical approach: designing the integration of technology in the classroom, ICT and the Ethical / Social / cultural development of students, Learning Theories and models of integration, categories of educational software, emerging technologies (augmented reality, large interactive surfaces, adaptive educational systems, etc.)

Basic Literature:Newby T., Stepich D., Lehman J., Russell J. (2009) Educational Technology for Teaching and Learning.
Δημητριάδης Σταύρος (2014) Θεωρίες Μάθησης & Εκπαιδευτικό Λογισμικό, Εκδόσεις ΤΖΙΟΛΑ.
Μικρόπουλος Τ., Μπέλλου Ι., (2010) Σενάρια διδασκαλίας με υπολογιστή, Εκδόσεις Κλειδάριθμος.
Κόμης, Β. (2004), Εισαγωγή στις εκπαιδευτικές εφαρμογές των Τεχνολογιών της Πληροφορίας και των Επικοινωνιών, Εκδόσεις Νέων Τεχνολογιών.

Methods of Teaching:Theory and laboratory exercises. Students will also form a learning community for the collaborative development of an ebook for ICT in education

Evaluation Methods:Written exams, examination in the laboratory, teamwork

Language of Teaching:Greek

| Course Title: Methodology of Educational Research | |
|--|--|
| Course Code | YE352 |
| Course Type | Compulsory |
| Course Level | <i>Basic Training</i> |
| Year of Study | 2 nd , 3 rd , 4 th |
| Semester | 4 th , 6 th , 8 th |
| ECTS Credits | 5 ECTS 3 TH |
| Workload | Lectures (39 hours), student preparation (18 hours), cooperation of students with teacher and homework preparation (12 hours), individual or group project / research / study (25 hours), preparation for the exams (23 hours), exams (3 hours). |
| Instructor | Helen Tsakiridou |
| Course Objectives | The objective of this course is to introduce the students to the basic concepts of research. Students will know the uses of, and the differences between, the scientific and interpretive methods of educational research, they will be able to apply the terms, concepts, methods, and processes in evaluating and critiquing research reports and journal articles. Students will be able to produce a plan or proposal for a research investigation in the field of education. |
| Prerequisites | - |
| Course Contents | Introduction to the basic concepts and stages of a research. Qualitative and quantitative research methods. Structure of a research article. Research problem. Literature review and the role of theory. Research questions. Quantitative and Qualitative Approaches. Sampling methods. The questionnaire survey. Content Analysis. Components of a research plan and process of research design. Presentation, data interpretation and conclusions. Applications in education - pedagogy. |
| Recommended bibliography | Cohen L., Manion L. Morrison K. (2011). Research Methods in education, Routledge. Earl Babbie (2011). Introduction in Social Research, Sage publications. |
| Teaching Methods | Lectures, practical applications, discussions, project presentations |
| Assessment Methods | <i>Project Work</i> (30%), written exams (70%) |
| Language of Instruction | Greek |

Course Title: ELEMENTS OF GEOMETRY AND PROBLEM SOLVING

Course Code:YE353 (former YE309)

Type of the course:Required Elective

Course Level:Introductory

Year of Study:2nd

Semester:4th

ECTS:4

Course Work Load:Teaching hours 39, students' preparation (personal projects, group projects) 40 hours, preparation for the examination 50 hours.

Name of Lecturer:Konstantinos Nikolantonakis

Course Goal: This course aims at familiarizing students with the mathematic Concepts that children come across in Mathematics at Primary School.

Prerequisites:

Course Contents:The basic notions presented are: proportions, Problem solving theory. Measurements. 2D figures and 3D bodies and their applications. Volumes and areas. Pythagorean theorem. Circle. Angles. Similitude And Theorem of Thales. Geometrical transformations

Basic Literature:Notes

Methods of Teaching:Lectures, Practical work (solving exercises)

Evaluation Methods:Final Examination (80%), Personal or group project (20%)

Language of Teaching:Greek, Could be taught in English and French

Course Title:Developing the Number Concept

Course Code:YE354 (1402E In Early Childhood Department)

Type of the course:Elective

Course Level:Advanced

Year of Study:

Semester:

ECTS:4

Course Work Load:140 hours

Name of Lecturer:Konstantinos P. Christou

Course Goal:Students are expected to acquire a deep understanding of the process of developing the number concept from an initial understanding of the counting number to rational numbers. In this course the students will be introduced to the most important research findings and the most influential theoretical frameworks in the field of the development of the number concept. Possible applications of these in everyday mathematics classroom will be traced.

Prerequisites:

Course Contents:Main characteristics of the early understanding of the number concept, ordinal and nominal number, different number representations, number words, early numerosity, subitizing, developing early number sense, counting, operations with numbers, the counting numbers vs the rational numbers, the natural number bias phenomenon, introducing fractions

Basic Literature:Van de Walle, J.A. (2007). Διδάσκοντας μαθηματικά, Εκδόσεις Επίκεντρο Α.Ε.
Hughes, M (1996) Τα παιδιά και η έννοια των αριθμών. Γ. Δαρδανός - Κ. Δαρδανός Ο.Ε.

Methods of Teaching:Lectures, short students' presentations, workshops

Evaluation Methods:short presentations, written exams, individual essays

Language of Teaching:Greek and/or English

Course Title: Designing, Implementation and Evaluation of Educational Activities in Techno-Scientific settings

Course Code: YE355

Type of the course: Required Elective

Course Level: Advanced

Year of Study: 3rd

Semester: 6th

ECTS: 4

Course Work Load: Lecture 9h, individual tasks 30h, cooperation with the professor 10h, training tasks 60h, literature review 10h.

Name of Associate Professors: Anna Spyrtou

Course Goal: Students will be able to: 1) coordinate their pupils for constructing “scientific” and technological models, 2) organize visits to techno-science settings 3) implement science-technology fair.

Prerequisites: Open Inquiry Learning Environments in Science Education

Course Contents: 1) Authentic learning environment, 2) Development of scientific literacy in non formal education, 3) Constructionism, 4) Techno-Scientific settings for understanding Science and Technology, 4) Designing, developing and constructing a model, 5) Contextual factors for organizing a Science-Technology Fair.

Basic Literature: Bochinski, J., B. (2005). The Complete Work for Science Fair Projects. Hoboken: John Wiley & Sons, Inc.
Plakitsi, K. (2013). Activity Theory in Formal and Informal Science Education. Rotterdam: Sense Publisher.

Methods of Teaching: Seminars, Workshops

Evaluation Methods: Tasks, reports

Language of Teaching: English

Course Title:UBIQUITOUS COMPUTING IN SCHOOL

Course Code:YE357

Type of the course:Required Elective

Course Level:Focused

Year of Study:4th

Semester:8th

ECTS:4

Course Work Load:39 hours of teaching, 30 hours in the computer laboratory, 2 hours of student preparation and collaboration with the instructor, 36 hours for project development.

Name of Lecturer:

Course Goal:The students should be able to

- identify and exploit the significant characteristics of new forms of technology such as mobile phones, tablets, game consoles, gesture interfaces, wearable devices, augmented reality, large interactive surfaces, smart objects
- describe the implications of pervasive computing (ubiquitous computing) in schools, the educational opportunities and the risks presented
- design learning activities that make use of the previous technologies
- design and implement prototypes of smart learning objects that improve students' learning performance
- evaluate their creations

Prerequisites:-

Course Contents:Ubiquitous computing, new ubiquitous interfaces, ubiquitous technologies in school, smart learning objects, embodied and kinaesthetic learning, natural user interfaces, playful interactions, design theories, hardware and software prototypes, microcontrollers, programming microcontrollers.

Basic Literature:Zucker, Andrew. "Developing a research agenda for ubiquitous computing in schools." *Journal of Educational Computing Research* 30.4 (2004): 371-386.
Poole, Erika Shehan, et al. "The place for ubiquitous computing in schools: lessons learned from a school-based intervention for youth physical activity." *Proceedings of the 13th international conference on Ubiquitous computing*. ACM, 2011.
Laru, Jari, Piia Naykki, and Sanna Jarvela. "Four stages of research on the educational use of ubiquitous computing." *Learning Technologies, IEEE Transactions on* 8.1 (2015): 69-82.

Methods of Teaching:Theory and laboratory exercises.

Evaluation Methods:Project

Language of Teaching:Greek

Course Title: DEVELOPMENT OF DIGITAL MATERIAL IN ENVIRONMENTAL EDUCATION

Course Code: YE 358

Type of the course: Required Elective

Course Level: *Focused*

Year of Study: 4th

Semester: 8th

ECTS: 4 ECTS

Course Work Load: Teaching 39 hours, preparation and development of the digital material 60 hours, presentation 2 hours

Name of Lecturer: George Malandrakis and Vasilios Bouzas

Course Goal: Make students able to plan, organize and develop digital educational material about sustainability, for children 6-12 years old. More over, to be able to organize learning environments in which students of that age will develop their own digital material.

Prerequisites: Maximun number of students: 16 – 20 (equally balanced between DPE and DFA).
For the DPEQ «Y304- Environmental Education – Education for sustainability»

Course Contents: Combination of pedagogic and fine arts techniques in issues related to environment and sustainability * General principles for the development and construction of educational material * Characteristics of educational material * New Curricula for Education for Sustainability, Arts and Culture * Use of educational material * Record and processing of audio and video for the development of educational graphics * The concept of gaming in the interactive educational material – planning and implementation * Methods of recording, presenting and distributing of ideas * Main software for audio and video editing * Public presentation of the produced material * Infusion of the produced material through internet.

Basic Literature: Ινστιτούτο Εκπαιδευτικής Πολιτικής (2011). Νέο πρόγραμμα Σπουδών για το Περιβάλλον και την Αειφόρο Ανάπτυξη – Οδηγός Εκπαιδευτικού. Διαθέσιμο στο <http://ebooks.edu.gr/new/ps.php>, προσπελάθηκε 9 Ιουλίου 2015.
Ινστιτούτο Εκπαιδευτικής Πολιτικής (2011). Νέο πρόγραμμα Σπουδών για την Οπτικοακουστική Έκφραση. Διαθέσιμο στο <http://ebooks.edu.gr/new/ps.php>, προσπελάθηκε 9 Ιουλίου 2015.

Methods of Teaching: Laboratories and group working

Evaluation Methods: The educational material delivered at the end of the semester.

Language of Teaching: Greek / English

Course Title:Development of Digital Material and Learning Scenarios with ICTs

Course Code: YE 359

Type of the course:Required Elective

Course Level:*Focused*

Year of Study:2nd

Semester:4th

ECTS:4 ECTS

Course Work Load:--

Name of Lecturer:Bratitsis Th.

Course Goal:-

Prerequisites:-

Course Contents:-

Basic Literature:-

Methods of Teaching:-

Evaluation Methods:-

Language of Teaching:Greek

Course Title:Advanced Teaching Approaches with ICTs

Course Code: YE 360

Type of the course:Required Elective

Course Level:*Focused*

Year of Study:3rd

Semester:6th

ECTS:4 ECTS

Course Work Load:--

Name of Lecturer:Bratitsis Th.

Course Goal:-

Prerequisites:-

Course Contents:-

Basic Literature:-

Methods of Teaching:-

Evaluation Methods:-

Language of Teaching:Greek

Course Title:TEACHING METHODOLOGY FOR THE STUDIES FOR THE ENVIRONMENT

Course Code:YE431

Type of the course:Required Elective

Course Level:Focused

Year of Study:3rd

Semester:5th, 6th

ECTS:5

Course Work Load:Attendance of teaching 39 teaching hours, preparation for teaching in training school 45 teaching hours, teaching observation 5 teaching hours, self-evaluation and preparation for examinations 60 teaching hours, final examinations 1 teaching hour.

Name of Lecturer:Georgios N. Malandrakis

Course Goal:Students to be able to plan, organize, implement and evaluate curriculum-based teaching modules from the Studies for the Environment (SfE) subject and without the use of school textbooks. Emphasis is given to the implementation of group, open, interactive, cooperative, social constructivism and socio-cultural methods of teaching.

Prerequisites:None

Course Contents:Introduction to the SfE subject * Curricula and SfE * Principles of constructivism and socio-cultural theory * Phases of one-hour long teaching * Modern teaching methods * Curriculum-based teaching * Verbal communication in the classroom – questions and questioning * Use of concept maps in teaching * Role playing * Flexible zone activities * Teaching practice * Teachings evaluation.

Basic Literature:Ταρατόρη Ελένη (2007). *Η Μέθοδος Project στη Θεωρία και Πράξη*. Θεσσαλονίκη: Αφοί Κυριακίδη. (Εύδοξος:6392)
Κούσουλας Φώτης (2004). *Σχεδιασμός και εφαρμογή διαθεματικής διδασκαλίας*. Κοϊτσάνος Ανδρέας. (Εύδοξος:17733)

Methods of Teaching:Lectures, teaching simulations, small scale teachings, teaching observations using protocols, teaching practice in actual classes, student and teacher-based evaluation, role playing.

Evaluation Methods:Participation to the course (30%), plan - implementation and evaluation of individual teaching in training schools (30%), protocol-based teaching observations – evaluation of other students teachings (10%), transcription, analysis and self evaluation of individual teaching (30%).

Language of Teaching: Greek / English

Course Title: TEACHING OF THE RELIGIOUS EDUCATION

Course Code: YE432

Type of the course: Required Elective

Course Level: Focused

Year of Study: 3rd, 4th

Semester: 5th, 6th, 7th

ECTS: 4

Course Work Load: 100-120 teaching hours of workload

Name of Lecturer: Archim. Eirunaios Chatziefrimidis, PhD.

Course Goal: The aim of the course is the basic theoretical training of the student in the teaching of Religious Education classes and the development of the capacity to plan, present and evaluate an organised teaching.

Prerequisites: Orthodoxy and Culture in Education

Course Contents: Course of Religious Education. Basic factors in R.E. Curricula. The target of R.E. The content of R.E. The basic principles in R.E. Teaching methods in R.E. Teaching approaches in R.E. Planning, structure and presentation of teaching R.E. Evaluation and measurement of the pupils' performance in R.E. Evaluation of teaching R.E. Observation and analysis of recorded teachings. Sample teaching of a seconded teacher and its evaluation. Students' teaching and their evaluation. Evaluation of the course generally.

Basic Literature: Βασιλόπουλος Χρ. (2002), *Διδακτική των Θρησκευτικών*, Θεσσαλονίκη.
Δεληκωσταντής Κ. (2009), *Η σχολική θρησκευτική αγωγή*, Έννοια: Αθήνα.
Κογκούλης Ι. (2003), *Διδακτική των Θρησκευτικών στην Α' θμια και Β' θμια Εκπαίδευση*, Κυριακίδης: Θεσσαλονίκη.

Methods of Teaching: Lectures, conversations, presentation of works.

Evaluation Methods: Assignment and Examinations

Language of Teaching:

Course Title: TEACHING OF PLASTIC ARTS

Course Code: YE433

Type of the course: Required Elective

Course Level: Focused

Year of Study: 2nd, 4th

Semester: 4th, 7th

ECTS: 5

Credits: 3

Course Work Load:

Name of Lecturer: Adjunct Staff

Course Title:MUSIC EDUCATION

Course Code:YE434

Type of the course:Elective

Course Level:Introductory + Focused (Music education and vocal education)

Year of Study:3rd

Semester:5th , 6th

ECTS:4

Course Work Load:THE COURSE HAS A MORE PRACTICAL THAN THEORITICAL CHARACTER IN TERMS OF TEACHING. IT REQUIRES THE DEVOTED PARTICIPATION OF THE STUDENTS AND A REAL ENDEAVOUR IN THE CLASS. LEARNING TO PERFORM AS A RESEARCH TOOL COMPRISES A SIGNIFICANT METHOD OF ACQUIRING KNOWLEDGE AND THEREFORE IT DEMANDS A PROPER AND CAREFULL PREPERATION FROM THE LECTURER'S POINT OF VIEW BEFORE THE CLASS. MUSICAL ACTIVITIES COMBINED WITH THE ESSENTIAL THEORITICAL BACKGROUND USUALLY REACHES THE DESIRED RESULT TOWARDS THE END OF EACH LESSON.

Name of Lecturer:Adjunct Lecturer

Course Goal:BASIC MUSIC EDUCATION / VOCAL PEDAGOGY /
BASIC MUSIC SKILLS / ADOPTING PEDAGOGICAL APPROACHES
OF THE 20TH CENTURY

Prerequisites:No (The course itself includes teaching of the basic music theory)

Course Contents:BASIC MUSIC THEORY / VOCAL PRODUCTION / SONG TEACHING /
TEACHING BEHAVIOUR / PEDAGOGIAL PROFILE / BASIC MUSIC
SKILLS IN PERCUSSIONS AND METALLOPHONES / WORLD MUSIC
REPERTOIRE, WESTERN CLASSICAL, GREEK TRADITIONAL /
INSTRUMENTS OF THE ORCHESTRA AND INSTRUMENTS OF THE
GREEK FOLK MUSIC GENRE AS WELL AS WORLD MUSIC'S

- Basic Literature:-** Γ. Γκανά, Ε. Ζησοπούλου, Ν. Θεοδωρίδης, Κ. Καραχάλιου, Μ. Κοκκίδου, Π. Χατζηκαμάρη, Το Σχολείο – Εργαστήρι Τέχνης και Δημιουργίας, 2 έκδοση βελτιωμένη, Θεσσαλονίκη 2004
- Γρηγορίου Μιχάλης, Μουσική για Παιδιά και για Έξυπνους Μεγάλους, Νεφέλη, Αθήνα 1992
 - Θεοδωράκη Μ., Μέθοδος υποκριτικού τραγουδιού και φωνητικής, Εκδόσεις ΔΙΑΠΛΑΣΗ Αθήνα 2004.
 - Θεοδωρίδης Νίκος, Τραγουδοπαιχνίδια – για φίλους μουσικόφιλους 4 ετών και άνω, Θεσσαλονίκη 1996
 - Μαζαράκη Β. Δέσποινα, Ελληνικά Τραγούδια για Παιδιά Σχολικής Ηλικίας, Εκδ. Φ. Νάκας, Αθήνα 1970.
 - Ξανθούλης Νίκος, Η Τέχνη της Αναπνοής, Edition Orpheus Σ.&Μ. Νικολαΐδη, Αθήνα 1996.
 - Παπαζαρή, Χρ. Αθανάσιος, Η Μουσική στην Εκπαιδευτική Διαδικασία – Θέματα Παιδαγωγικής της Μουσικής διδακτικής και Μάθησης, Εκδ. Τέρτιος, Κατερίνη 1991
 - Ραυτόπουλος, Γ. Ε., Η φωνή στον άνθρωπο. Μέσο μουσικής έκφρασης και λόγου, *Αλκυών*, Αθήνα 2000.
 - Σέρρη Λένια, Δημιουργική Μουσική Αγωγή για τα Παιδιά μας, Gutenberg, Γ' Έκδοση, Αθήνα 1987 (Α' έκδοση 1982).
 - Σταυρίδης Γ. Μιχάλης, Η Μουσική στην Εκπαίδευση – Σύγχρονες τάσεις και αντιλήψεις, Gutenberg, Αθήνα 1985.
 - Φούξ, Β., Η τέχνη του τραγουδιού και η τεχνική της φωνής, *Εκδοτικός Οίκος Σ. Ι. Ζαχαρόπουλος Α. Ε.* Αθήνα 1999
 - Bauer, P.J. What do infants recall of their lives? Memory for specific events by one-to-two-year-olds, *American Psychologist*, (1996), 51, pp. 29-41.
 - Brown, S., Martinez, M. J. Hodges, D. A., Fox, P.T., & Parsons, L.M. The Song System of the Human Brain, *Cognitive Brain Research* 20, (2004), pp. 363-375.
 - Chamberlain, D.B. Babies remember birth, (1988b), Los Angeles: *Jeremy P. Tarcher*.
 - Crelin, E.S. The human Vocal Tract, (1987), New York: *Vantage Press*
 - Fuchs, M., Meyret, S., Thiel, S., Taschner, R., Dietz, A., & Gelbrich, G. Influence of Singing Activity, Age and Sex on Voice Performance Parameters, on Subject's Activity and Use of Their Voice in Childhood Adolescence, *Journal of Voice*, (Published on line September 2007)

Methods of Teaching: LEARNING TO PERFORM AS A RESEARCH TOOL / POWER POINT PRESENTATION / LECTURING / MASTERCLASSES / WORKSHOPS

Evaluation Methods: 1-10 SCALE (PARAMETRES: PARTICIPATION, TEACHING SESSIONS IN THE COLLABORATIVE PRIMARY SCHOOL, FINAL ORAL-AURAL EXAMS)

Language of Teaching: GREEK

Course Title:TEACHING PHYSICAL EDUCATION

Course Code:Y435

Type of the course:Required Elective

Course Level:Advanced

Year of Study:3rd

Semester:5th and 6th

ECTS:4

Course Work Load:Teaching hours 18, practise in gym hours 18, students' preparation hours 24, students' teaching hours 21, supervision-assessment hours 21

Name of Lecturer:Klio Semoglou

Course Goal:After the end of the semester the students are able to organise and teach physical education to young learners.

Prerequisites:-

Course Contents:Physical education (PE) in primary school. Aims and objectives. The growing, developing and moving child. Perceptual-motor skills/abilities. Fundamental movements. Stages of skill acquisition. The structure of a daily lesson of PE. Interdisciplinary. Learning through movement. Teaching methodology. Physical games and activities.

Basic Literature:Pangrazi R. (1999). Teaching Physical Education in the Primary School. Thessaloniki: University Studio Press.
Hopper, B., Grey J., & Maude P. (2000). Teaching Physical Education in the primary school. London:RoutledgeFalmer.

Methods of Teaching:Lectures and workshops

Evaluation Methods:Assignment and exams

Language of Teaching:Greek

6.3 Elective Courses (EE)

| Course Title:Book Arts |
|---|
| Course Code: EE504 |
| Type of the course: Elective |
| Course Level: Focused |
| Year of Study: 2o, 3o, 4o |
| Semester: 4o, 6o, 8o |
| ECTS: 4 |
| Course Work Load: Laboratory exercises: 50 hours Preparation for laboratory exercises: 20 hours Individual research and study (bibliography search – Web browsing): 20 hours Preparing for group activities: 20 Educational visits and activities: 8 Cooperation with the teacher: 2 Total hours: 120 hours |
| Name of Lecturer: Efthymia Papageorgiou, Laboratory Teaching Staff (Laboratory of Education on the Book) |
| Course Goal: After successful completion of this course, the student will be able to: - He/she has specialist knowledge of the technique, tools, terminology of 2 Basic traditional arts of the book (handmade bookbinding and typography with typesetting) and their contribution in the service of timeless production, movement, legibility and rescue of written text, and the decisive effect of the traditional means of reproduction printed on modern technological methods -be able to create (printing-bookbinding manufacture) a book according to all printers rules - be able to discern and appreciate a good version, discovers new binding techniques (for children-adults), the cultural and artistic value and examines whether they serve the reader and reading (skills) - combining and planning new original bindings practices, tailored to the needs and the aesthetics of the student's new generation on the way, transfer and read the printed text (ability) -work with his/her fellow students in organizing a variety of binding actions in schools to enhance education for the book. -analyzes and recommends "the book as an object, in order to be loved and as text through project and in co-operation with public or private entities that serve the book (ability) |
| Prerequisites: --- |

Course Contents:i.-Construction of learning handmade bookbinding book (lab) ii. Learning traditional publishing-Printing text with the typesetting technique iii. Iv binding supplies. Bookbinding and typography tools v. Editorial ethic vi. Custom handmade bookbinding for elementary students vii. Practical application of their knowledge to elementary schools.

Basic Literature:- Bringhurst, Elizabeth (2004). Elements of medieval art typography. Athens:University Press of Crete
- Bolter, Jay David (2004). Writing Space. Computes, Hypertext, and the Remediation of Print. Athens: Metaichmio

Methods of Teaching:Face-to-face in the Laboratory of Education for the Book and in classrooms

Evaluation Methods:Final work (80%), participation in activities of the lesson (20%)

Language of Teaching:Greek

Course Title:History of Books

Course Code:EE505

Type of the course:Elective

Course Level:Focused

Year of Study: 2o, 3o, 4o

Semester:4o, 6o, 8o

ECTS:4

Course Work Load:Lectures: 40

Conduct group laboratory exercises: 30

Preparing for student laboratory exercises: 10

Individual research: 10

Study and analysis of literature: 10

Preparation for the monitoring of the course: 8

Educational visits and actions: 10

Cooperation with the teacher: 2

Total hours: 120 hours

Name of Lecturer:Efthymia Papageorgiou, Laboratory Teaching Staff

(Laboratory of Education on the Book)

Course Goal: After successful completion of this course, the student will be able to:

-Understand the importance of the history of the books and of reading comprehension as well as the important role in the evolution of human civilization through the centuries

- Be able to appreciate the book on real dimensions, i.e., as a product of human civilization-cultural asset, to redefine the personal and educational position with this and ultimately to apply your new knowledge to the classroom with the production of a variety of projects and activities related to the function, purpose and value of the book (Skill)

- Proposes and organizes new practices which imparts the importance of the printed book in new generation

-Concerned for the future of the printed book and creates a research team, in collaboration with fellow students, for example on the e-book and the new interesting perspective its long history of writing, that doesn't stop evolving

-Analyse, compare and evaluate the results of this kind of research which contribute to understanding of the current attitudes of teachers towards the book as object, and in the book as a screen. (Ability)

Prerequisites:---

Course Contents:ii. History of writing ii. History of graphical materials iii. Reading history iv. History of libraries v. History of typography vi. History of the Greek books vii. The printed book and the challenge of digital text, viii. The position, the role and viability of the book in contemporary education .

Basic Literature:-Barbier, Frederic (2002). History of the book. Athens: Metechmio Press
- Mioni, E. (2004). Introduction to Greek Palaeography and Codicology.
Athens: MIET.

Methods of Teaching:Face-to-face in the Laboratory of Education for the Book and in classrooms

Evaluation Methods:Final work (80%), participation in activities of the lesson (20%)

Language of Teaching:Greek

Course Title:School Mediation

Course Code: EE524

Type of the course:Elective

Course Level:*Focused*

Year of Study:3rd

Semester:6th

ECTS:4 ECTS

Course Work Load:--

Name of Lecturer:Iordanidis, G.

Course Goal:-

Prerequisites:-

Course Contents:-

Basic Literature:-

Methods of Teaching:-

Evaluation Methods:-

Language of Teaching:Greek

Course Title: Educational Law and Institutions

Course Code: EE525

Type of the course: Elective

Course Level: *Focused*

Year of Study:

Semester: winter

ECTS: 4 ECTS

Course Work Load: --

Name of Lecturer: Iordanidis, G.

Course Goal: -

Prerequisites: -

Course Contents: -

Basic Literature: -

Methods of Teaching: -

Evaluation Methods: -

Language of Teaching: Greek

Course Title:CULTURAL ELEMENTS OF OLYMPIC GAMES IN THE 4TH CENTURY A.D.

Course Code: EE 526 (former YE 254)

Type of the course: Required Elective, Elective

Course Level: Focused

Year of Study:

Semester:Spring

ECTS:4

Course Work Load:100-120 teaching hours of workload

Name of Lecturer: Archim. Eirinaios Chatziefrimidis, PhD.

Course Goal:To learn the cultural elements of Olympic Games before their Abolition.

Prerequisites: -

Course Contents: The Roman and Protobyzantine time. Witnesses of pagan and ecclesiastical authors. The aspect that the Olympic Games were not forbidden by the decree of the emperor Theodosios I in the 393 A.D. The role of professional athletics, of the Roman dominion and especially of the Christianity, who influenced the Olympic Games in a very negative way relatively with their religious expression.

Basic Literature:Kazhdan A. – Constable G. (1982). *People and Power in Byzantium*. Dumbarton Oaks: Washington.
Van Nijf O. (2004). The Roman Olympics. In H. Kue (ed.). *The Olympic Games in Antiquity*, (186-213), Atrapos: Athens.

Methods of Teaching: Lectures

Evaluation Methods: Assignment and examinations

Language of Teaching: Greek - English

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| Course Title: Innovation and Entrepreneurship Management in Education I | |
| Course Code | EE527 |
| Course Type | <i>Required Elective</i> |
| Course Level | <i>Specialized Area</i> |
| Year of Study | 3 rd , 4 th |
| Semester | 5 th , 7 th |
| ECTS Credits | 4 ECTS 3 TH |
| Workload | Lectures (39 hours), student preparation (25 hours), lab work (25 hours), preparation for the exams (25 hours), exams (3 hours). |
| Instructor | Helen Tsakiridou, Konstantinos Stergiou |
| Course Objectives | The purpose of this course is to familiarize students with the concept of innovation, and to become familiar with the contemporary social and economic realities of the business, and to develop competences creativity, communication and leadership. |
| Prerequisites | - |
| Course Contents | The course focuses on issues related to innovation and entrepreneurship, the obligations of an enterprise, analyzing social needs and trends, explore business opportunities, develop innovative business ideas and methods of creative thinking. More specifically, the main themes are related to the development of entrepreneurship and the establishment, operation and management of an enterprise, which is achieved by exercises, applications, workshops and case studies analysis. |
| Recommended bibliography | Karagiannis, G. & Bakouros, J. (2010). Innovation and Entrepreneurship, Theory and Applications. Sophia S.A. publ. Kefis, V. & Papazachariou, P. (2009). The entrepreneurial vision in a Business Plan, Kritiki publ. |
| Teaching Methods | Lectures, discussions, supervision of the research project, project presentations. |
| Assessment Methods | Projects. |
| Language of Instruction | Greek |

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| Course Title: Innovation and Entrepreneurship Management in Education II | |
| Course Code | EE528 |
| Course Type | <i>Required Elective</i> |
| Course Level | <i>Specialized Area</i> |
| Year of Study | 3 rd , 4 th |
| Semester | 6 th , 8 th |
| ECTS Credits | 4 ECTS 3 TH |
| Workload | Lectures (39 hours), student preparation (25 hours), lab work (25 hours), preparation for the exams (25 hours), exams (3 hours). |
| Instructor | Helen Tsakiridou, Konstantinos Stergiou |
| Course Objectives | The course aims to equip students with basic knowledge for the development of business plans and to help them gain meaningful contact with entrepreneurship, to develop self-motivation, research capacity and to be familiar with the deal business problems. |
| Prerequisites | Innovation and Entrepreneurship Management I |
| Course Contents | The course focuses on specific issues relating to entrepreneurship: the development of products and services, introduction to marketing, market research, financing, pricing, costing, developing ideas for new products and services and evaluating ideas. In this important contribution and connect academia with business (organization visits, call operators) in order to prepare them for each group of students a business plan (business plan). |
| Recommended bibliography | Sarri, K. & Trichopoulou, A. (2012). Women Entrepreneurship. Bringing the Greek Reality. ROSILI, publ. Deakins, D. Freel, M. (2007). Entrepreneurship and Small Firms, Kritiki publ. |
| Teaching Methods | Lectures, discussions, supervision of the research project, project presentations. |
| Assessment Methods | Projects. |
| Language of Instruction | Greek |

Course Title:CRITICAL LITERACY

Course Code:EE529

Type of the course:Elective

Course Level:Advanced

Year of Study:-

Semester:Spring

ECTS:4

Course Work Load:100

Name of Lecturer:Dr. Anastasia Stamou

Course Goal: Students are expected to elaborate on the skills that are necessary to develop for the effective production and reception of texts (with elements of oral and written mode, both linguistic and multimodal ones), leading to social empowerment. They will primarily become aware of the fact that critical literacy is a much wider concept than the learning of reading and writing.

Prerequisites:Students should have attended introductory courses of general linguistics.

Course Contents:The course introduces students to issues of critical literacy. It is distinguished from functional literacy. It is linked to the development of the necessary skills to make students and future citizens to function effectively in different situational settings, but also to critically produce and interpret a wide range of genres. Critical literacy is examined on macro- and micro-level. Macro-level concerns the dominant literacy practices of a speech community: e.g. what reading and writing practices occur in different situational contexts, what genres are used by a given speech community, what is the cultural meaning attached to each genre etc. Micro-level involves ‘critical language awareness’, namely, how students can become aware of the latent ideological meanings constructed in particular texts (e.g. the racist use of language in the media).

Basic Literature:(in Greek, in Eudoxos Database)

- Αρχάκης, Α. (2005). Γλωσσική Διδασκαλία και Σύσταση των Κειμένων. Αθήνα: Πατάκης.
- Baynham, M. (2002). Πρακτικές Γραμματισμού (Μτφ. Μ. Αραποπούλου, επιμ. Ε. Καραντζόλα). Αθήνα: Μεταίχμιο.
- Cook-Gumperz, J. (2008) (επιμ.). Η Κοινωνική Δόμηση του Γραμματισμού (Μτφ. Ε. Κοτσοφού, επιμ. Τ. Κωστούλη). Θεσσαλονίκη: Επίκεντρο.
- Gee, J., Hasan, R., Luke, C., Wells, G. (2006). Γραμματισμός, Κοινωνία και Εκπαίδευση (Μτφ: Μαρία Αραποπούλου, επιμ. Α. Χαραλαμπίδης). Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών-Ίδρυμα Μανόλη Τριανταφυλλίδη.
- (in English)
- Barton, D. (2007). Literacy: An Introduction to the Ecology of Written Language. Oxford: Blackwell.
- Baynham, M. (1995). Literacy Practices: Investigating Literacy in Social Contexts. London: Longman.
- Cook-Gumperz, J. (1986) (eds.). The Social Construction of Literacy. Cambridge: Cambridge University Press.
- Cope, B. & Kalantzis, M. (1993) (eds.). The Powers of Literacy: A Genre Approach to Teaching Writing. London: Falmer Press.
- Fairclough, N. (1992) (eds.). Critical Language Awareness. London: Longman.
- Gee, J.P. (1996). Social Linguistics and Literacy: Ideology in Discourse (2nd edition). London: Taylor & Francis.

Methods of Teaching:Lectures, tutorials and essay writing

Evaluation Methods:Oral examinations and/or short essays

Language of Teaching:Greek/ English

7. ERASMUS program

The Florina School of Education has the following Learning Agreements within the ERASMUS+ exchange program:

1. Abant Izzet Baysal University (Turkey),
<http://www.ibu.edu.tr/index.php/en/students>
2. Instituto Politecnico de Castelo Branco (Portugal),
<http://www.ipcb.pt/en>
3. Linnaeus University (Sweden),
<http://lnu.se/education/exchange-students?l=en>
4. Ludwig-Maximilians-University of Munich (Germany),
<http://www.uni-muenchen.de/studium/kontakt/international/index.html>
5. NHL University (The Netherlands),
<http://www.nhl.nl/nhl/2941/exchange-students.html>
6. Open University of Cyprus (Cyprus),
<http://www.ouc.ac.cy/web/guest/erasmus>
7. Tallinn University (Estonia),
<http://www.tlu.ee/en/studies/Exchange-Studies>
8. Universität Salzburg (Austria),
<http://www.uni-salzburg.at/index.php?id=45349&L=1>
9. Université François Rabelais (Tours, France),
<http://international.univ-tours.fr/profils-en/exchange-students-286239.kjsp?RH=INTER-EN&RF=1325532101299>
10. University of East Anglia (U.K.),
<http://www.uea.ac.uk/erasmus/incoming>
11. University of Helsinki (Finland),
<http://www.helsinki.fi/exchange/>
12. University of Ljubljana (Slovenia),
http://www.uni-lj.si/international_relations/incoming_students/

13. Univerzita Konstantina Filozofa v Nitra (Slovakia),
http://www.en.ukf.sk/index.php?option=com_content&view=category&layout=blog&id=5&Itemid=6
14. Wyzsa Szkola Humanistyczno – Ekonomiczna we Wloclawku (Poland),
<http://www.wshe.pl/international-relations/general-informations-for-incoming-students>

Details about the prerequisites of participating in the program and the respective selection criteria can be obtained in the following URL.

<http://uowm.gr/administration/services/intrelations/erasmus>

Contact persons:

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| <i>Department of Primary Education</i> | Malandrakis Georgios, Ph.D. |
| <i>ERASMUS Coordinator (contact person 1)</i> | Lecturer |
| <i>E-mail address</i> | gmalandrakis@uowm.gr |
| <i>Telephone</i> | +30 - 23850-55095 |
| <i>Department of Primary Education</i> | Nikolantonakis Konstantinos |
| <i>ERASMUS Coordinator (contact person 2)</i> | Assistant Professor |
| <i>E-mail address</i> | knikolantonakis@uowm.gr |
| <i>Telephone</i> | + 30 - 23850-55066 |

7.1 Main University Regulations (Recognition Procedures)

Basic prerequisite for Erasmus students is to study at relevant Educational Departments / Schools abroad.

Students' performance is assessed through the following grading system (range 0-10):

- 0 - 4.99= Fail
- 5 – 6.49= Good (*5 is the minimum passing grade*)
- 6.5 – 8.49= Very Good,
- 8.5 - 10= Excellent.

The results of the exams are announced by the instructor and are electronically forwarded to the secretary of the Department within fifteen-days since the date of the exam. Neither re-examine nor revision is permitted. A re-sit examination is offered in case of failure of a great percentage of students (85%). For students attending educational programmes abroad- like ERASMUS, the time of the programme corresponds to the time of studying at the specific semester in the University they come from and the grades are valid after being modified according to the above-mentioned grading scale.

7.2 Academic Calendar 2015 -2016

| Winter semester | | Spring semester | |
|-----------------|---------------------|-----------------|---------------------|
| 22/09 – 26/09 | Introduction week | 15/02 – 10/03 | Lecture weeks |
| 28/09 – 23/12 | Lecture weeks | 11/03 – 14/03 | Carnival vacation |
| 23/12 – 07/12 | Christmas vacations | 15/03 – 24/04 | Lecture weeks |
| 08/01 - 22/01 | Lecture weeks | 25/04 – 08/05 | Easter vacations |
| 25/01 – 12/02 | Examinations period | 09/05 – 03/06 | Lecture weeks |
| | | 06/06 – 24/06 | Examinations period |

The University is closed in the following days:

- New Year's Day (January 1)
- Epiphany (January 6)
- The Three Holy Hierarchs (January 30)
- Clean Monday or Shrove Monday (Orthodox Easter -41 days)
- Independence Day (March 25)
- Holly Friday
- Easter
- Easter Monday
- Students Elections Day
- Labour Day (May 1)
- Pentecost Monday (Monday of the Holy Spirit) (Easter +50 days)
- Assumption of the Holy Virgin (August 15)
- Liberation of the Florina (November 8)

- Celebration of the Uprising against Dictatorship (November 17)
- 2nd WW day ('No' day, October 28)
- Christmas Day (December 25)
- Glorifying Mother of God (December 26)

The introduction week is obligatory

Extra weeks can be used for re-sits, assignments or extracurricular activities

Teaching periods*

| | |
|-----------------|---------------|
| 1 st | 09.00 – 12.00 |
| 2 nd | 12.00 - 15.00 |
| 3 rd | 15.00 – 18.00 |
| 4 th | 18.00 – 21.00 |

*Each teaching period has three (3) teaching hours (45') and two breaks (15')

Important Dates

Winter Semester

Start of Classes: September 28, 2015

End of Classes: January 22, 2016

Spring Semester

Start of Classes: February 15, 2016

End of Classes: June 3, 2016